DOCUMENT RESUME

ED 332 522 FL 019 165

AUTHOR	Stansfield, Charles W.; Kenyon, Dorry Mann
TITLE	Development of the Texas Oral Proficiency Test (TOPT). Final Report.
INSTITUTION	Center for Applied Linguistics, Washington, D.C.
SPONS AGENCY	Texas Education Agency, Austin.
PUB DATE	17 Apr 91
NOTE	222p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Bilingual Education; Elementary Secondary Education; French; Higher Education; Interviews; *Language Proficiency; Language Teachers; *Language Tests; Second Language Instruction; Spanish; State Programs; *Teacher Certification; *Teacher Qualifications; *Test Construction; Test Validity; *Verbal Tests
IDENTIFIERS	Texas; *Texas Oral Proficiency Test

ABSTRACT

Development and validation of the Texas Oral Proficiency Test (TOPT) is described. The TOPT, a simulated oral proficiency interview, was developed in French and Spanish as a test of speech skills to be used by the state as part of its certification testing program for French, Spanish, and bilingual education teachers. An introductory chapter provides background information, beginning with the history leading to the test's development and concluding with a description of the test itself. The second chapter describes a survey to establish the job relevance of the test in each of the three teaching areas. The third chapter chronicles the development of the trial form of the TOPT. Chapter four describes the trial process, including the purpose, recruiting examinees, adminstration and data collection, and the results of examinee data forms and judge sheets. Development of the final form is outlined in chapter five, and content validation is addressed in the sixth chapter. The final chapter describes how passing score standards for the TOPT were set through three separate studies. Appended materials, which form the bulk of the document, include the survey instruments, response, evaluation, rating forms, data on trialing examinees, item ratings and sample comments, and related documents. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED332522

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

G.R.T.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Development of the
Texas Oral Proficiency Test (TOPT)

Final Report for the Division of Teacher Assessment
Texas Education Agency

Charles W. Stansfield
Project Director

Dorry Mann Kenyon
Project Coordinator

Center for Applied Linguistics
1118 22nd St., NW
Washington, DC 20037

April 17, 1991

Table of Contents

1. Introduction 1
  1.1 Background 1
  1.2 Description of the TOPT 7

2. Job-Relatedness Survey 12
  2.1 Preparing the Survey 12
  2.2 Distributing the Survey 14
  2.3 Survey Results 15
    2.3.1 Survey Results - French Group 15
    2.3.2 Survey Results - Spanish Group 20
    2.3.1 Survey Results - Bilingual Education Group 24

3. Development of the Trial Form of the TOPT 30
  3.1 Introducing the Project to the Test Advisory Committees 30
  3.2 Development of the Initial Test Items 31
  3.3 Review of Test Forms by the Bias Review Committees 34
  3.4 Revision of Trial Forms by the Local Test Development Committee 35
  3.5 Preparation of the TOPT for Trialing 35

4. Trialing the TOPT 36
  4.1 The Purpose of Trialing 36
  4.2 Recruiting Examinees for the Trialing 37
  4.3 Participation in the Trialing 38
  4.4 Administering the TOPT 44
  4.5 Data Collection During Trialing 45
  4.6 Results of the Trailing 47
    4.6.1 Results of the Examinee Data Form, Part 1 47
    4.6.2 Results of the Examinee Data Form, Part 2 50
    4.6.3 Results of the Judge's Response Sheet (Quantitative) 51
    4.6.4 Results of the Judge's Response Sheets (Qualitative) 53

5. Development of the Final Form 54
  5.1 Revisions of the Trial Forms 54

6. Content Validation 56
  6.1 Content Validation 56
  6.2 Results 57

7. Standard Setting Study 59
  7.1 Preparation of the Standard Setting Master Tape . . 59
    7.1.1 Initial Selection of Representatives of Various Levels of Speaking Proficiency . 59
    7.1.2 Ratings by Texan ACTFL-Certified Raters . 60
    7.1.3 Construction of the First Master Tape . . 62
    7.1.4 Confirming the Master Tape Ratings . . . 64
    7.1.5 Assigning "True Scores" to the Master Tape 65
  7.2 Setting the Passing Standards 69
  7.3 Results of the Standard Setting Study 71

Table of Appendices

Appendix A	Job-Relatedness Survey: Instructions and Machine Readable Response Sheet (For Each Group of Teachers)
Appendix B	Invitation to Examinees to Participate in Trialing (Example from El Paso)
Appendix C	Description of TOPT Trialing Examinees (By Language and Form)
Appendix D	TOPT Trialing Examinee Response Form (Part I): Quantitative Data Collection Instrument for Background Demographic Information and Attitudes Towards the Test and its Items
Appendix E	TOPT Trialing Examinee Response Form (Part II): Qualitative Data Collection Instrument for Examinee Comments on the Test and its Items
Appendix F	Evaluation Sheet and Instructions Used by TOPT Trialing Judges and Observers
Appendix G	Mean Ratings of TOPT Items by Trialing Examinees (By Language and Form)
Appendix H	Example of Printout of Trialing Examinees' Written Comments on Individual Items (Example from TOPT-Spanish, Form B, Picture 4)
Appendix I	Mean Item Quality Ratings from the Trialing Judges' Response Sheet (By Language and Form)
Appendix J	Example of Trialing Judges' Quantitative Time Data by Form and Item (Example from TOPT-Spanish, Form A, Opening Conversation Items 9 and 10, and Picture Item 1)
Appendix K	Example of Trialing Judges' Comments on Individual Examinee Responses (TOPT-Spanish, Form B)
Appendix L	Instructions and Response Sheets for the Content Validation Committees
Appendix M	Instructions and Rating Sheets for Texas ACTFL Raters
Appendix N	Instructions and Rating Sheets for Confirmatory ACTFL Raters
Appendix O	Instructions Read to the Standard Setting Committees
Appendix P	Machine-readable Response Sheet Used for Collecting Standard Setting Committee Members' Responses (Example for Spanish)

1. Introduction

This report describes the development and validation of the Texas Oral Proficiency Test (TOPT). The TOPT was developed by the Center for Applied Linguistics under contract with the Texas Education Agency (TEA) and with the cooperation of numerous French, Spanish and bilingual education specialists from throughout the state of Texas. The TOPT was developed in French and Spanish as a test of speaking proficiency, to be used by the state as a part of its teacher certification testing program for persons seeking certification or endorsements in French, Spanish or bilingual education.

This introductory chapter gives the background to the development of the Texas Oral Proficiency Test (TOPT). It begins with a description of the history leading up to its development and concludes with a description of the test itself.

1.1 Background

In 1981 the Texas legislature passed Senate Bill 50, which requires that persons seeking certification as a K-12 educator in Texas public schools perform satisfactorily on comprehensive examinations. Senate Bill 50 also mandated the establishment of the Commission on Standards for the Teaching Profession (CSTP), which was created in 1982, to oversee teacher education standards. The State Board of Education (SBOE) mandated the development of tests as part of the state's teacher certification requirements. The purpose of these tests is to ensure that each teacher has the necessary knowledge to teach in Texas public schools.

Since May 1986, all persons applying for teacher education in Texas have been required to pass the Examination for the Certification of Educators in Texas (ExCET). ExCET examinees must take either a general elementary or secondary education test. Those applying for secondary certification must pass a test on knowledge of the content of their area of specialization. For language educators, content specialization tests are available in Spanish, French, German, Latin, Bilingual Education and English as a Second Language. These tests assess a variety of knowledge, including both the ability to comprehend written material and the ability to demonstrate knowledge of the language acquisition process, language teaching methodology, contrastive linguistics, and so forth.

With the exception of bilingual education teachers, language educators have not been required to pass a test that requires them to demonstrate their ability to speak the language. This situation exists despite House Bill 246 of 1982, which established foreign language curricula based on the development of proficiency among foreign language students. Thus, although Texas educators have been required to develop proficiency (including oral language proficiency) in their students for almost a decade, new foreign language teachers have not been required to pass an examination that assesses their own oral language proficiency.

The Texas SBOE, at its January 1986 meeting, recommended that future French, German, and Spanish teachers be assessed using procedures, criteria, and a passing score in accordance with the Language Proficiency Guidelines developed by the American Council for the Teaching of Foreign Languages (ACTFL). Since this decision would have had an impact on Texas' 1984 Standards for Teacher Education, the SBOE then referred the whole matter to the Commission on Standards for the Teaching Profession (CSTP). At its March and May 1986 meetings, this committee discussed and passed a revision of the Standards for Teacher Education which echoed the position of the SBOE.

During subsequent years, the Texas Education Agency has been struggling to determine a method to implement this requirement for foreign language teachers in a way that would ensure reliability and validity of measurement.

Bilingual educators in Texas, however, have been required to demonstrate oral proficiency in a second language for some time. In 1978, the bilingual education unit at the TEA included the training of oral proficiency interviewers in its Title VII proposal to the U.S. Department of Education. Utilizing these funds, the TEA contracted with Educational Testing Service to set up and administer the program locally. In November 1978, 100 Spanish interviewers from colleges and universities throughout the state were trained in a one-day training session. Fifteen raters from Texas' regional educational service centers were also trained and eight of these were assigned the duty of rating interviews as part of their job responsibilities. In subsequent years, as interviewers and raters lost interest in the program, additional personnel were trained by ETS under contract with the TEA. In time the program evolved so that the ratings were also done by professors at universities located in a different part of the state from where the interview was held.

Because the ACTFL Guidelines did not exist at the time, Texas began using what was then called the Foreign Service Institute oral proficiency scale, which runs from 0 to 5. Texas began referring to the test as the Language Proficiency Interview (LPI), and established a minimum rating of 3 on the LPI for certification. Although applicants could initially take their first LPI without charge, eventually the policy was changed so that all applicants paid $45 for each interview. Up to the writing of this report, this program continues to be managed by the ETS Austin Field Service Office.

While the LPI program has continued to function for over a decade, it has suffered from a number of problems. First, there is the difficulty of matching interviewers with examinees throughout the state. The process can be inconvenient for both the interviewer and the examinee. There are also the standard problems of reliability and validity. In the LPI, these were reflected in both the interviews and the ratings. Often, raters would indicate that an interview was not competently done; that is, that it did not produce a ratable sample of speech. In addition, interviewers, upon learning the rating assigned by a rater in another part of the state, sometimes disagreed with the rating assigned. Similarly, professors who were familiar with the LPI scale and the proficiency level of their students, also frequently disagreed with the rating assigned. The most frequent complaint was that the ratings were too generous; that is, that many students were given a 3 when their true proficiency was level 2 or 2+.

The Division of Teacher Assessment of the TEA, as well as the bilingual education and foreign language specialists at the TEA, were aware of these problems with the LPI. Not wishing to either continue the current situation for bilingual educators or to extend it to foreign language educators, they issued a Request for Proposals to develop a new testing program on January 9, 1990. The RFP called for the development of Spanish and French tests to be used to certify Spanish, French, and Bilingual Education teachers. The RFP did not specify the format of the test to be developed, thus either a face-to-face test or a semi-direct test could be proposed.

The Division of Foreign Language Education and Testing of the Center for Applied Linguistics proposed to utilize the Simulated Oral Proficiency Interview (SOPI) format which it had designed and had already applied very successfully to the development of semi-direct tests in five languages. The SOPI format has been shown to correlate as highly with the OPI as the OPI correlates with itself. In addition, it offers greater standardization and control, which is important in a large scale testing program, and especially important with high stakes tests such as those used to certify teachers. Parallel forms of the SOPI can be developed to alleviate the concern about security that occurs when only a single form is available. Yet, parallel forms of the SOPI, unlike different interviewers, can be developed under strict guidelines and subsequently pilot tested and revised to ensure that the forms are comparable.

The rating of a SOPI is facilitated by the fact that all examinees take the same test. Under these circumstances, it is easier to place examinees on the ACTFL scale. To illustrate how a SOPI facilitates reliable rating, a parallel can be drawn with the scoring of essays. Using any given scale, a packet of essays on the same topic will normally be rated more reliably than a packet of essays on different topics. The SOPI is invariant across examinees at the same administration, while the OPI varies across examinees at the same administration.

Because the SOPI seemed to offer significant controls over reliability and validity, CAL was awarded a contract to develop three forms of a SOPI in Spanish and three forms in French for Texas educators. The contract was awarded on April 1, 1990, and work began immediately. Because these particular SOPIs would become the property of the TEA, and because they were designed for a particular population (educators), it was decided to give them a different name. Eventually, the name Texas Oral Proficiency Test (TOPT) was chosen.

When implemented in the fall of 1991, the TOPT will replace the Language Proficiency Interview (LPI) that has been required for the bilingual education endorsement. All persons seeking either an endorsement or a certificate in bilingual education must pass the TOPT.

A description of the TOPT follows in this chapter, while the remaining chapters describe the development and validation of the TOPT in detail.

1.2 Description of the TOPT

The TOPT is a semi-direct, tape-mediated test of oral language proficiency that is taken in a language lab. The examinee hears the directions and items for all parts of the test from a master test tape. In addition, in three of the four parts of the test, the examinee uses pictures and other information from a test booklet to answer items. All responses are recorded on a separate examinee response tape.

Because the TOPT is a test of speaking ability (not listening comprehension), the general directions to the test and the directions for each item are in English. However, each item ends with a target language question or statement heard on the master tape. Following the English directions and in response to this target language prompt, all examinee responses are spoken in French or Spanish into the microphone and recorded on the response tape.

Once the master tape begins, the test cannot be stopped. The master test sets the pace of the test and lasts approximately

45 minutes. The examinee speaks French or Spanish for approximately 20 minutes during timed pauses throughout the test. The examinee response tape is subsequently evaluated by trained raters approximately two weeks following the examination.

The TOPT consists of a warm-up section followed by fifteen items designed to allow the examinee to demonstrate the ability to perform a variety of speaking tasks covering a variety of topics and a variety of situations. All the directions are given in English. After the examinee hears the directions for each item, he or she is given time to prepare the response, usually between 15 and 30 seconds. Then, after hearing a statement or question in French or Spanish, the examinee responds in the time allowed. Again, all responses are recorded on the examinee response tape. The following sections describe the TOPT in more detail.

Warm-Up

A warm-up follows the reading of the general directions. This section is designed to put the examinee at ease, to allow the examinee to make the transition to speaking in the target language, and to become comfortable with the test situation. In the warm-up, a native speaker of Spanish or French asks the examinee several personal background questions, involving his or her educational background, interest in teaching and experience with the language. The warm-up items are psychometrically appropriate for examinees at the Intermediate levels, and would be considered quite easy by examinees at higher levels.

Picture-Based Items

A set of five picture-based items follow the warm-up. The first requires the examinee to give directions according to a route identified on a pictorial map. The second calls for a description of the objects and activities taking place in a picture depicting a familiar setting, such as a home or school. The third picture requires the examinee to describe a typical set of routine events depicted in the pictures. The fourth calls for the examinee to retell an amusing event that happened in the past. The events and sequence of this story are also clearly depicted by pictures. The fifth and final picture-based item calls for a description of an event that is planned for the future. This event is also presented by a series of pictures. The picture-based items are designed to permit the examinee to demonstrate the ability to organize discourse in a way that would permit him to describe a place, to give directions, and to narrate events in present, past, and future time. The picture-based items are psychometrically most appropriate for examinees at the Intermediate High and Advanced levels. Examinees at higher levels would find these speaking tasks to be fairly easy to perform, while examinees at lower levels may experience some difficulty producing the kind of connected discourse that these items require.

Topic Items

The next set of five items allows the examinee to demonstrate the ability to speak about a variety of topics. The examinee is asked to present advantages and disadvantages of a certain proposition, such as using public transportation, to give someone step by step directions on how to do something, to present a brief factual summary on a familiar topic, such as current events or matters pertaining to the state of Texas, or to present and support an opinion on a topic related to society or education.

Topic items are generally psychometrically appropriate for examinees at the Advanced and Superior levels. This is because they require the examinee to perform speaking tasks that are indicative of the kind of language skills that examinees at these levels are expected to have. Topics involving formal speech, such as to a group, or a professional discussion, are appropriate for the Superior level examinee. While examinees at lower levels will be able to respond to each item, the linguistic and rhetorical characteristics of their performance will illustrate the limitations in their speaking ability.

Situation Items

The final set of five items allows the examinee to demonstrate the ability to respond to real-life situations in French or Spanish. The examinee may be asked to give advice to a friend, to apologize to someone, to lodge a complaint, to resolve a problem, or to attempt to convince someone to take a different course of action. These all require the ability to tailor one's speech to the individuals and the circumstances presented in the item. Situation items on the TOPT, like Topic items, are also generally appropriate for examinees at the Advanced and Superior levels, although some items designed for the Intermediate level examinee may be included. Items designed for higher level examinees generally allow higher level examinees to demonstrate the range of their linguistic abilities more consistently than do items designed for lower level examinees.

2. Job-Relatedness Survey

This chapter describes how the job-relatedness survey for the TOPT was conducted. It presents how the survey questionnaire was developed and distributed, and how responses were analyzed. This chapter concludes with a presentation of the results of the survey.

2.1 Preparing the Survey

Because the TOPT is a Simulated Oral Proficiency Interview (SOPI), the Speaking Proficiency Guidelines of the American Council for the Teaching of Foreign Languages (ACTFL) and the Interagency Language Roundtable (ILR) of the U.S. government lie at the heart of the test. As a SOPI, the TOPT consists of a series of individual speaking tasks drawn from these Guidelines. The TOPT job-relatedness survey (hereafter called the survey) used the Guidelines as a point of departure in an effort to acquire information on the level of language ability that teachers of French, Spanish, and bilingual education in Texas need to perform their jobs competently.

In order to ensure that the speaking tasks to be included on the TOPT were appropriate for the population of examinees for which the TOPT was intended (prospective Texas classroom teachers), it was necessary to conduct the job-relatedness survey. To do this, CAL staff developed a list of 36 speaking tasks based on the ACTFL Guidelines. This list of speaking tasks was presented for review at the first joint meeting of the French and Spanish TOPT Test Advisory Committees (TACs) at their initial meeting on April 4, 1990 (see Chapter Three). Following the committee members' revisions and suggestions, a number of tasks were further clarified and two more tasks were added, to bring the total number of tasks appearing on the questionnaire to 38. The speaking tasks ranged in ability level from Intermediate Low on the ACTFL scale (e.g., "Introduce Yourself") to Superior (e.g., "Explain a Complex Process in Detail"). "Introduce Yourself" was placed first on the list of tasks, while the rest of the tasks were presented in random order. Thus, less demanding and more demanding speaking tasks were dispersed throughout the list appearing in the survey questionnaire. Examples of the speaking tasks can be found in the copies of the final survey included in Appendix A.

Instructions for the recipients of the survey questionnaire were drawn up jointly by CAL and TEA staff. The task of the respondents was to indicate, on a scale of 1 (E) to 5 (A), whether the level of ability required to perform each speaking task is needed by French, Spanish or bilingual education teachers in Texas. In other words respondents were asked if they believed teachers of either French, Spanish or bilingual education should possess the level of ability to perform each specified task. Respondents indicated their answers by marking the appropriate column on a machine-readable respond sheet. Their choices were:

A = Definitely Yes
B = Probably Yes
C = Maybe
D = Probably No
E = Definitely No

Since the outcome of the TOPT is a score (or level-assignment) based on a broad concept of speaking proficiency and not only on speaking tasks that may be used in the classroom, the speaking tasks presented on the questionnaire were generic. In other words, the list included some tasks that teachers do not necessarily need to do in the classroom. However, all of the tasks represent various levels of ability. In the instructions accompanying the survey, each speaking task was described in a short paragraph to aid understanding.

Respondents were also requested to provide certain basic demographic data. The questionnaires sent to the three groups of teachers were identical except for direct references to group membership. Copies of the final survey instructions and machine-readable response sheet are included in Appendix A.

2.2 Distributing the Survey

A random sample of 700 Texas classroom teachers was selected to receive the survey: 400 in bilingual education, 200 in Spanish language teaching, and 100 in French language teaching. For bilingual education and Spanish language, these figures represent approximately 6 and 8% of the total number of Texas teachers in those fields. For French, the figure represents approximately 10% of the total of that language.

The TEA prepared mailing labels for each teacher and the principal at each teacher's school. Cover letters to the teachers explaining the survey and requesting participation in it were also prepared by the TEA. In addition, cover letters explaining the importance of the survey to each teacher's principal were prepared. All these materials were sent by the TEA to CAL. CAL staff then prepared two envelopes: the outer one contained the letter to the principal requesting that the inner one(s) be hand delivered to the teacher(s) addressed. These were mailed out from CAL on April 20, 1990. Response was requested no later than May 4, 1990. All responses received by May 24, 1990 were included in the tally. Pre-addressed, stamped return envelopes were also included in the packet each teacher received.

2.3 Survey Results

The results of each survey will be presented separately for each group.

2.3.1 Survey Results - French Group

Of the 100 questionnaires sent out to French teachers, 62 were returned to CAL, for a response rate of 62%. Of these, 1 was returned incomplete[1] and 1 was returned after May 24. The following two tables are based on the responses of 60 completed questionnaires. Table 2.1 gives the demographic statistics of those whose responses could be tallied.

Table 2.1
TOPT Survey Result -- FRENCH LANGUAGE
Demographic Statistics of Respondents

A. Current Level of Assignment

Level of Assignment	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Elementary	0	0.0	0	0.0
Jun High/Mid School	8	14.0	8	14.0
High School	49	86.0	57	100.0

(Frequency Missing = 3)

B. Certification Held

Certificate	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Elem Crt/Frnch Spc	1	1.8	1	1.8
Second. French Crt	53	93.0	54	94.7
Both of the Above	1	1.8	55	96.5
None of the Above	2	3.5	57	100.0

(Frequency Missing = 3)

C. Years of Experience

Experience	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-2 years	11	19.6	11	19.6
3-5 years	8	14.3	19	33.9
6-10 years	14	25.0	33	58.9
11-15 years	11	19.6	44	78.6
16-19 years	8	14.3	52	92.9
20 or more years	4	7.1	56	100.0

(Frequency Missing = 4)

---

[1] Several survey questionnaires were returned incomplete. These were generally for one of the following three reasons: the teacher addressed was no longer at the school, the teacher addressed was actually in a different teaching field, or the address of the school was incorrect.

D. Class Levels Taught in Past Three Years

Class Level	Frequency	Percent	Cumulative Frequency	Cumulative Percent
All Beginning	30	52.6	30	52.6
Most Begin/Some Adv	15	26.3	45	78.9
Half Begin/Half Adv	8	14.0	53	93.0
Most Adv/Some Begin	3	5.3	56	98.2
All Advanced	1	1.8	57	100.0

(Frequency Missing = 3)

E. Highest Degree Held

Degree Held	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bachelor's	30	52.6	30	52.6
Master's	26	45.6	56	98.2
Doctorate	1	1.8	57	100.0

(Frequency Missing = 3)

F. Ethnicity

Ethnic Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic	5	8.9	5	8.9
Black	1	1.8	6	10.7
White	50	89.3	56	100.0

(Frequency Missing = 4)

G. Sex

Sex	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	7	12.3	7	12.3
Female	50	87.7	57	100.0

(Frequency Missing = 3)

Table 2.1 indicates that the typical respondent was a white female with a bachelor's degree and 6-10 years of teaching experience. She is certified in secondary level French language teaching and teaches all beginning classes at a Texas high school. It is interesting to note that 21.1% had half or more advanced level classes and 47.4% had an advanced degree.

Table 2.2 presents the mean rating received for each speaking task. The tasks are ordered by average mean ranking. The standard deviation is presented in the second column as an indication of the agreement or disagreement of the group on the mean ranking. The third column presents the approximate ACTFL level (I=Intermediate, A=Advanced, S=Superior) of the speaking task. The final column shows the speaking task. The line drawn indicates the cut-off level of 3.50 below which the speaking tasks were not validated for inclusion on the TOPT.

Table 2.2
Results of the Job-Relatedness Survey
for French

Mean	Std. Dev.	ACTFL Level	Speaking Task
4.98	0.13	I	Introduce Yourself
4.95	0.22	I	Talk About Family Members
4.93	0.31	I	Order a Meal
4.92	0.28	I	Describe Your Daily Routine
4.85	0.52	I	Make Purchases
4.82	0.57	I	Describe Typical Routines
4.78	0.58	I	Give Directions
4.77	0.56	I	Talk About Personal Activities
4.75	0.51	A	Give Instructions
4.70	0.72	A	Describe a Sequence of Events in the Past
4.65	0.73	A	Express Personal Apologies
4.64	0.74	I	Describe a Place
4.61	0.74	A	Explain a Familiar, Simple Process
4.57	0.79	I	Give a Brief Personal History
4.57	0.74	A	Describe Habitual Action in the Past
4.52	0.85	A	Describe Expected Future Events
4.48	0.83	A	Compare and Contrast Two Objects or Places
4.41	0.91	I	Make Arrangements for Future Activities
4.35	0.92	I	Talk About Your Future Plans
4.33	0.80	A	Give a Brief, Organized Factual Summary
4.05	1.06	I	Describe Health Problems
3.85	0.88	A	Give Advice
3.83	1.07	A	Lodge a Complaint
3.82	0.98	A	State Advantages and Disadvantages
3.70	1.03	S	Support Opinions
3.68	1.07	A	Hypothesize About a Personal Situation
3.52	1.03	S	State Personal Point of View (Controversial Subject)
3.47	1.03	S	Propose & Defend a Course of Action with Persuasion
3.43	0.98	A	Correct an Unexpected Situation
3.36	1.11	S	Hypothesize About an Impersonal Topic
3.23	1.00	S	Change Someone's Behavior Through Persuasion
3.05	1.16	S	Hypothesize About Probable Outcomes
2.88	1.12	S	Evaluate Issues Surrounding a Conflict
2.76	1.15	S	Discuss a Professional Topic
2.73	1.02	A	Explain a Complex Process of a Personal Nature
2.62	1.24	S	Give a Professional Talk
2.58	1.21	S	Explain a Complex Process in Detail
2.56	1.16	S	Describe a Complex Object in Detail

Table 2.2 indicates that only two Superior level tasks were

validated by the French teachers. It also shows that these teachers generally ordered these tasks in a way very similar to the ACTFL scale.

2.3.2 Survey Results - Spanish Group

Of the 200 surveys sent to Spanish language teachers, 121 were returned to CAL for a response rate of 60.5%. Of these 7 were returned incomplete and 1 was returned after May 24. Table 2.3 gives the demographic statistics of the 113 Spanish language teachers whose responses could be tallied.

Table 2.3
Demographic Statistics of the Respondents
to the Job-Relatedness Survey (Spanish Language)

A. Current Level of Assignment

Level of Assignment	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Elementary	15	14.0	15	14.0
Jun High/ Mid School	22	20.6	37	34.6
High School	69	64.5	106	99.1
Other	1	0.9	107	100.0

(Frequency Missing = 6)

B. Certificate Held

Certificate	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Elem Cert/Span Spc	12	11.3	12	11.3
Secondary/Span Crt	77	72.6	89	84.0
Both of the Above	7	6.6	96	90.6
None of the Above	10	9.4	106	100.0

(Frequency Missing = 7)

C. Years of Teaching Experience

Experience	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-2 years	14	13.1	14	13.1
3-5 years	26	24.3	40	37.4
6-10 years	26	24.3	66	61.7
11-15 years	18	16.8	84	78.5
16-19 years	11	10.3	95	88.8
20 or more	12	11.2	107	100.0

(Frequency Missing = 6)

D. Levels of Classes Taught in Past Three Years

Class Level	Frequency	Percent	Cumulative Frequency	Cumulative Percent
All Beginning	65	61.3	65	61.3
Most Begin/Some Adv	20	18.9	85	80.2
Half Begin/Half Adv	12	11.3	97	91.5
Most Adv/Some Begin	7	6.6	104	98.1
All Advanced	2	1.9	106	100.0

(Frequency Missing = 7)

E. Highest Degree Held

Degree Held	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Degree	1	0.9	1	0.9
Bachelor's	70	65.4	71	66.4
Master's	36	33.6	107	100.0

(Frequency Missing = 6)

F. Ethnicity

Ethnic Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic	46	43.0	46	43.0
Black	3	2.8	49	45.8
White	56	52.3	105	98.1
Other	2	1.9	107	100.0

(Frequency Missing = 6)

G. Sex

Sex	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	19	17.9	19	17.9
Female	87	82.1	106	100.0

(Frequency Missing = 7)

Table 2.3 indicates that the typical respondent to the questionnaire was a white female with a bachelor's degree and 6-10 years of teaching experience. She is certified in secondary level Spanish language teaching and teaches all beginning level courses at a Texas high school. It is worth noting that quite a high percentage (43%) of the respondents were Hispanic. A very similar percentage to French had half or more advanced level classes (19.8% for Spanish versus 21.1% for French). Unlike French, however, slightly over one third of the respondents (35.5%) were currently assigned to a school other than a high school, while that figure was only 14% for French.

Table 2.4 presents the mean rating for each of the speaking tasks presented on the survey. As in the French results, the tasks are ordered by average mean ranking. The standard deviation is presented in the second column as an indication of the agreement or disagreement of the group on the mean ranking. The third column presents the approximate ACTFL level (I=Intermediate, A=Advanced, S=Superior) of the speaking task. The final column shows the speaking task. The line drawn indicates the cut-off level of 3.50 below which the speaking tasks were not validated for inclusion on the TOPT.

Table 2.4
Results of the Job-Relatedness Survey for Spanish

Mean	Std. Dev.	ACTFL Level	Speaking Task
4.96	0.21	I	Introduce Yourself
4.80	0.52	A	Give Instructions
4.78	0.64	I	Talk About Family Members
4.77	0.60	I	Give Directions
4.76	0.52	I	Describe Typical Routines
4.73	0.57	I	Describe Your Daily Routine
4.72	0.57	A	Describe a Sequence of Events in the Past
4.71	0.64	A	Explain a Familiar, Simple Process
4.69	0.74	I	Order a Meal
4.68	0.56	I	Describe a Place
4.63	0.78	I	Make Purchases
4.57	0.74	I	Talk About Personal Activities
4.54	0.68	A	Express Personal Apologies
4.51	0.67	I	Give a Brief Personal History
4.46	0.80	A	Describe Expected Future Events
4.37	0.86	A	Compare and Contrast Two Objects or Places
4.32	0.98	A	Describe Habitual Actions in the Past
4.22	0.93	A	Give a Brief, Organized Factual Summary
4.21	1.05	I	Make Arrangements for Future Activities
4.07	1.08	A	Talk About Your Future Plans
4.06	1.10	I	Describe Health Problems
3.95	1.07	A	State Advantages and Disadvantages
3.95	1.06	A	Give Advice
3.83	1.09	A	Lodge a Complaint
3.70	1.15	S	Support Opinions
3.67	1.18	S	Change Someone's Behavior Through Persuasion
3.67	1.23	S	State Personal Point of View (Controversial Subject)
3.66	1.11	A	Correct an Unexpected Situation
3.64	1.13	S	Propose & Defend a Course of Action with Persuasion
3.59	1.23	A	Hypothesize About a Personal Situation
3.52	1.19	S	Hypothesize About an Impersonal Topic
3.27	1.20	S	Discuss a Professional Topic
3.26	1.27	S	Explain a Complex Process of a Personal Nature
3.23	1.34	S	Evaluate Issues Surrounding a Conflict
3.21	1.26	S	Hypothesize About Probable Outcomes
3.07	1.38	S	Explain a Complex Process in Detail
2.98	1.24	S	Describe a Complex Object in Detail
2.96	1.32	S	Give a Professional Talk

The results in Table 2.4 indicate that the Spanish language teachers validated all of the Intermediate and Advanced level speaking tasks, but failed to validate 7 of the 12 Superior level tasks. As with the French survey, there is a general ordering of average responses according to the ACTFL guidelines. However, there is a noticeable increase of tasks that are related to the classroom but ranked higher on the ACTFL scale, such as "Giving Instructions" (ranked second) and "Explain a Simple, Familiar Process" which was ranked higher by the teachers than Intermediate level items such as "Order a Meal," "Describe a Place," "Make Purchases," and "Talk About Personal Activities." This may indicate that some of the respondents marked their responses according to what speaking tasks they actually used in the classroom rather than according to what inherent level of ability is required to perform the speaking tasks.

2.3.1 Survey Results - Bilingual Education Group

Of the 400 surveys sent to bilingual education teachers, 240 were returned to CAL for a response rate of 60%. Of these, 9 were incomplete and 2 were late. Table 2.5 gives the demographic statistics of the 229 bilingual education teachers whose responses could be tallied.

Table 2.5
Demographic Statistics of the Respondents to the Job-Relatedness Survey (Bilingual Education)

A. Current Level of Assignment

Level of Assignment	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Elementary	211	96.3	211	96.3
Jun High/Mid School	3	1.4	214	97.7
High School	3	1.4	217	99.1
Other	2	0.9	219	100.0

(Frequency Missing = 10)

B. Certificate or endorsement in bilingual education held?

Certificate	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	172	78.5	172	78.5
No	46	21.0	218	99.5
Invalid Resp	1	0.5	219	100.0

(Frequency Missing = 10)

C. Years of Experience

Experience	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-2 years	48	22.2	48	22.2
3-5 years	41	19.0	89	41.2
6-10 years	60	27.8	149	69.0
11-15 years	44	20.4	193	89.4
16-19 years	16	7.4	209	96.8
20 or more	7	3.2	216	100.0

(Frequency Missing = 13)

D. Level of Class Taught

Class Level	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Early Childhood	39	18.4	39	18.4
Grades 1-3	137	64.6	176	83.0
Grades 4-6	35	16.5	211	99.5
Invalid Resp	1	0.5	212	100.0

(Frequency Missing = 17)

E. Highest Degree Held

Highest Degree	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Degree	22	10.0	22	10.0
Bachelor's	140	63.9	162	74.0
Master's	57	26.0	219	100.0

(Frequency Missing = 10)

F. Ethnicity

Ethnic Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic	190	87.2	190	87.2
Black	3	1.4	193	88.5
White	24	11.0	217	99.5
Other	1	0.5	218	100.0

(Frequency Missing = 11)

G. Sex

Sex	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	23	10.5	23	10.5
Female	196	89.5	219	100.0

(Frequency Missing = 10)

Table 2.5 indicates that the typical respondent was a Hispanic female with a bachelor's degree and 6-10 years of teaching experience. She holds a certificate or endorsement in bilingual education and teaches in an elementary school (grades 1-3). It may be interesting to note that only 12.8% of the respondents were not Hispanic.

Table 2.6 presents the results of the job-relatedness survey for the bilingual education teachers. The tasks are ordered by average mean ranking. The standard deviation is presented in the second column as an indication of the agreement or disagreement of the group on the mean ranking. The third column presents the approximate ACTFL level (I=Intermediate, A=Advanced, S=Superior) of the speaking task. The final column shows the speaking task.

Table 2.6
Results of the Job-Relatedness Survey
for Bilingual Education

Mean	Std. Dev.	ACTFL Level	Speaking Task
4.87	0.47	A	Give Instructions
4.82	0.59	I	Introduce Yourself
4.67	0.70	I	Describe Typical Routines
4.66	0.72	I	Give Directions
4.64	0.63	A	Describe a Sequence of Events in the Past
4.62	0.73	I	Explain a Familiar, Simple Process
4.52	0.83	I	Describe a Place
4.48	0.83	A	Express Personal Apologies
4.47	0.86	I	Describe Your Daily Routine
4.47	0.83	A	Describe Expected Future Events
4.41	0.79	A	Give Advice
4.35	0.90	A	Change Someone's Behavior Through Persuasion
4.31	0.97	A	Compare and Contrast Two Objects or Places
4.28	0.95	A	State Advantages and Disadvantages
4.25	0.97	A	Give a Brief, Organized, Factual Summary
4.25	1.03	I	Talk About Family Members
4.19	0.95	S	Propose & Defend a Course of Action with Persuasion
4.16	1.04	S	Support Opinions
4.16	1.02	I	Make Arrangements for Future Activities
4.14	0.96	I	Give a Brief Personal History
4.09	1.00	I	Talk About Personal Activities
4.07	1.07	I	Describe Health Problems
4.05	1.02	A	Hypothesize About Probable Outcomes
4.02	1.10	S	State Personal Point of View (Controversial Subject)
4.00	1.16	I	Order a Meal
3.99	0.98	A	Hypothesize About a Personal Situation
3.99	1.02	A	Hypothesize About an Impersonal Topic
3.96	1.08	I	Make Purchases
3.92	1.07	A	Lodge a Complaint
3.91	1.10	A	Correct an Unexpected Situation
3.89	1.15	A	Describe Habitual Actions in the Past
3.86	1.11	S	Evaluate Issues Surrounding a Conflict
3.85	1.16	S	Discuss a Professional Topic
3.83	1.19	A	Talk About Your Future Plans
3.79	1.23	S	Explain a Complex Process in Detail
3.72	1.25	S	Give a Professional Talk
3.69	1.22	S	Explain a Complex Process of a Personal Nature
3.62	1.29	S	Describe a Complex Object in Detail

Table 2.6 reveals that for the bilingual education group,

all of the speaking tasks were validated (i.e., the mean rating was above 3.50. Although the speaking tasks are generally ranked according to the ACTFL scale, it appears that many teachers rated items more on the basis of whether the speaking task is used in the classroom or not. Thus, the first task in rank order is "Giving Instructions," an Advanced level task which is clearly more difficult to accomplish than "Introduce Yourself," the second ranked task. Also, "Order a Meal" and "Make Purchases," fairly easy tasks, are rated towards the bottom and below "State Personal Point of View on a Controversial Subject," which is clearly more difficult. This intermingling of interpretations of the respondent's task here, however, causes no serious problem since all the tasks were validated.

The results of the bilingual education teachers indicated that TOPT items could be based on any of the speaking tasks in the survey. However, there were several items that the Spanish teachers did not validate. Since the Spanish TOPT would be used for both groups of teachers, and since from the survey it appeared that the final passing score for bilingual education teachers may be higher than that for Spanish language teachers (perhaps even at a Superior level), the final TOPT Spanish forms include one speaking task that was NOT validated by the Spanish language teachers. This speaking task is "Give a Professional Talk." It was included as a challenging task to bilingual education teachers because it could be answered very appropriately as a monologue, fitting nicely into the format of the TOPT.

3. Development of the Trial Form of the TOPT

The TOPT was developed in two languages (French and Spanish) with four forms per language. This chapter describes how the first eight TOPT forms (Trial forms) were developed.

3.1 Introducing the Project to the Test Advisory Committees

On April 4, 1990, in Austin, Texas, a joint meeting was held of all members of both the French and Spanish Test Advisory Committees (TACs). The membership of these committees was determined by the TEA and was intended to reflect interests of both teacher trainers and classroom teachers. In addition, the Spanish TAC membership reflected the concerns of both Spanish language teachers and bilingual education teachers.

At this initial meeting, Dr. Charles W. Stansfield, Project Director at CAL, introduced the TAC members to the project. He also led discussion of the speaking tasks to be included in the job-relatedness survey (Chapter Two). Below are the names and affiliations of the members of the two TACs.

French Test Advisory Committee Members

Dr. Townsend W. Bowling	University of Texas, San Antonio
Ms. Cathy Champagne	Cypress-Fairbanks ISD
Ms. Betty Clough	Austin ISD
Dr. Maurice G.A. Elton	Southern Methodist University
Dr. Arthur Gionet	University of North Texas
Mr. David Long	Spring Branch ISD
Dr. Joan H. Manley	University of Texas, El Paso
Ms. Fran Maples	Richardson ISD

Spanish Test Advisory Committee Members

Dr. George M. Blanco	University of Texas, Austin
Ms. Mary Diehl	Round Rock ISD
Dr. Ellen de Kanter	University of St. Thomas
Dr. George González	University of Texas, Pan American
Dr. Barbara Gonzalez Pino	University of Texas, San Antonio
Ms. Claudina Hernandez	Alice ISD
Ms. Carmen Muñoz	Pharr-San Juan-Alamo ISD
Ms. Luz Elena Nieto	El Paso ISD
Ms. Annette Ortega	Amarillo ISD
Ms. Maggie Stovall	Alamo Heights ISD
Dr. Marion R. Webb	Houston Baptist University

3.2 Development of the Initial Test Items

An item-writing team composed of staff at CAL experienced in writing items for SOPIs (known as the Local Test Development Team--LTDT) worked together to develop items for the initial four forms for each language of the TOPT. The team members were:

Dr. Charles W. Stansfield	Project Director
Mr. Dorry Mann Kenyon	Project Coordinator
Dr. Mary Lee Scott	Item Writer
Mr. John Karl	Item Writer
Mr. Daniel Kennedy	Item Writer
Ms. Ruth Ephraim	Project Artist

The LTDT made every effort to keep in mind the examinees who would be taking the TOPT in order to construct items accessible to them. The LTDT assumed the typical TOPT examinee would: 1) have an interest in teaching, 2) be familiar with school and college life, 3) have some interest in language, and 4) have some familiarity with the state of Texas. Items of either a personal nature or requiring some factual knowledge took into account the above assumptions. The LTDT made every effort to avoid items that were too personal (and thus be uncomfortable for some examinees to answer) or too specific (and thus be beyond the grasp of some examinees).

The LTDT worked intensively between the beginning of April and the beginning of June, 1990, to develop the items for the four forms. In the beginning, items were written following the specifications used to develop earlier CAL SOPIs. Items were written so that they could be used on both French and Spanish forms with appropriate modifications. When the results of the survey (Chapter Two) were made available in May, it became clear that more difficult items could be used on the Spanish TOPT than on the French TOPT, since the bilingual education teachers had validated all of the Superior level speaking tasks and the Spanish teachers most of them, while the French teachers had validated only two Superior level speaking tasks. After this date, then, the LTDT wrote items for a larger number of Superior level speaking tasks for the Spanish TOPT than had been found on CAL's earlier SOPIs.

After each item was written, it was reviewed, revised and rewritten until the Project Director and Project Coordinator were satisfied with its quality. Once all items were completed, they were carefully selected for placement into four forms that would be parallel in terms of speaking tasks covered, number of education/non-education related items, difficulty of item prompts, and variety of topics covered. Special care was taken that a variety of topic areas were covered on each form and that no form contained more than one item in any topic area (e.g. computers). Since the TOPT is an assessment of general speaking ability, the context of the items on the TOPT could not be restricted to only school-related settings and language usage. However, in light of the population of bilingual educators who would be taking the test and for whom Spanish language usage in the context of the classroom is primary, effort was made to ensure that approximately 50% of the items on the Spanish TOPT were directly school or education related. The contexts of items on the French TOPT were more varied, not being under a similar constraint.

By the end of May, four forms of the TOPT in each language were assembled. At this point, the TEA reviewed the compiled TOPT forms. Their suggested revisions were then incorporated into the tests.

3.3 Review of Test Forms by the Bias Review Committees

The TEA nominated a Bias Review Committee (BRC) for each test. The BRCs were composed of the following Texas teachers:

Bias Review Committee - Spanish

Ms. Connie Kunkel	Cypress-Fairbanks ISD
Ms. Sylvia Wade	Northside ISD

Bias Review Committee - French

Ms. Jacqueline Hullaby	Houston ISD
Mr. Adalberto Saenz	Alice ISD

On June 4, the two BRCs convened in Austin and carefully reviewed the TOPT forms, checking for any potentially bias-related problems in the items. Their suggestions for revisions were noted and brought to the attention of the TACs.

The Spanish TAC met on June 5 and 6 in Austin; the French TAC meeting followed on June 7 and 8. At these meetings, the TAC members were first presented with the results of the job-relatedness survey. They then proceeded to collectively review the forms item by item, commenting on each item's appropriateness, accessibility to all candidates, clarity, and potential for eliciting responses displaying use of the targeted speaking tasks. Parallel items across the forms were reviewed together so that TAC members could comment on their comparability in terms of their wording and difficulty. The TAC committee members also considered all the recommendations and comments of the BRCs.

3.4 Revision of Trial Forms by the Local Test Development Committee

Immediately following the BRC and TAC meetings, the LTDT revised the eight TOPT trial forms according to all revisions corporately accepted during the meetings. Following this, the eight revised forms of the test were sent to the TEA for approval.

3.5 Preparation of the TOPT for Trialing

Once the TEA had approved the Trial forms of the TOPT, the tapescript (containing the test directions, items, and native language prompts) were recorded at a professional recording studio. The test booklets were prepared at CAL, together with the forms that would be used to collect data during the trialing. These are described in Chapter Four.

4. Trialing the TOPT

This chapter describes how the TOPT was trialed on examinees from throughout the state of Texas. It describes the procedures used to recruit examinees, administer the test, collect data, and analyze the results of the trialing.

4.1 The Purpose of Trialing

For a performance test such as the TOPT, a careful examination of its ability to elicit a ratable speech sample is needed. Trialing is the method used to study the TOPT's ability to elicit ratable speech. Trialing may be described as an intensive "qualitative" approach to test development (as opposed to an extensive "quantitative" approach based on the piloting of the test and calculation of item statistics). Trialing produces feedback from examinees, observers and raters to study important characteristics of a performance-based test, such as the ability of each item to allow examinees to demonstrate their skill, the adequacy of the time allotted for the performances (in the case of the TOPT, the length of the pauses between items), the clarity of the instructions for each item, the perceived appropriateness and "fairness" of each item, the interpretability of drawings or pictures used, and the usefulness of the performance (for the TOPT, the speech elicited) in the determination of a rating. Feedback from examinees, observers and raters further helps ensure that the forms are comparable in difficulty.

4.2 Recruiting Examinees for the Trialing

From the outset of the project, both the TEA and CAL recognized that it might be difficult to recruit the numbers and types of examinees desired for the trialing during the summer when very few college courses were being offered. We were aiming for a group of trialing examinees whose composition would reflect those who would be taking the actual test once the TOPT became a requirement. This latter group would be predominantly composed of individuals from throughout Texas currently enrolled in a teacher preparation program who were preparing to teach French, Spanish, or bilingual education.

In light of the difficulties of finding large intact populations of such examinees during the summer, particularly for French, the TEA and CAL set the following goals. Each of the four forms of the French test would be administered to 8 individuals, each taking one form of the test. In total, there would be 32 French examinees, half of whom would be pre-service teachers (i.e., individuals preparing to teach but not yet certified). Each form of the Spanish test would be administered to 20 individuals: 10 preparing to teach Spanish and 10 bilingual education. Each examinee would take one form of the test resulting in a total of 80 Spanish examinees, half of whom would be pre-service teachers.

The TEA and CAL adopted various methods to recruit examinees. First, with the input of the members of the two TACs, several trialing sites throughout Texas were chosen. The sites ultimately used for trialing were:

El Paso	University of Texas at El Paso
Austin	University of Texas at Austin
Arlington	University of Texas at Arlington
Hurst	Tarrant County Community College
Edinburg	Pan American University
San Antonio	University of Texas at San Antonio
Houston	University of St. Thomas

Then, again with the help and input of TAC members, CAL generated lists of potential examinees. These were:

1) individuals known personally by TAC members, or
2) individuals identified by teaching faculty at schools in the testing site areas, or
3) individuals identified by certification offices at schools in the testing site areas.

CAL sent these individuals information about the trialing and a return postcard on which they were to indicate their willingness to participate. An example of this invitation to participate is found in Appendix B.

In some cases (particularly in bilingual education), there were intact groups that were invited to participate. For Spanish and bilingual education, these were university classes in session during the summer, whose professors were contacted by CAL. For French, there was a summer institute for French teachers being held in Arlington whose leader was contacted. The professors of these groups announced the trialing and encouraged students to participate. They then sent CAL a list of the names of students in their classes who were willing to participate in the trialing.

4.3 Participation in the Trialing

In terms of examinee numbers, results exceeded the original goals. 119 examinees took the Spanish TOPT, while 41 examinees took the French TOPT. Table 4.1 below gives the numbers of examinees at each of the seven trialing sites.

Table 4.1
Numbers of Examinees at Each Trialing Site

CITY	Frequency	Percent	Cumulative Frequency	Cumulative Percent
El Paso	11	6.9	11	6.9
Austin	28	17.5	39	24.4
Arlgton	17	10.6	56	35.0
Hurst	24	15.0	80	50.0
Edinburg	56	35.0	136	85.0
San Ant	17	10.6	153	95.6
Houston	7	4.4	160	100.0

Table 4.1 indicates that there was not an even distribution of examinees at all sites. There were relatively few in El Paso and Houston, while there was a considerably larger number at Edinburg, due in large measure to the keen interest in the project of bilingual education professors at both Pan American University and University of Texas at Brownsville.

Table 4.2 gives the background information on the examinees who took the French TOPT.

Table 4.2
TOPT French Examinees: Descriptive Data

A. TOPT Form Taken

FORM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Form A	10	24.4	10	24.4
Form B	10	24.4	20	48.8
Form C	10	24.4	30	73.2
Form D	11	26.8	41	100.0

B. Trialing Site

CITY	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Austin	3	7.3	3	7.3
Arlgton	17	41.5	20	48.8
Hurst	15	36.6	35	85.4
Edinburg	3	7.3	38	92.7
San Ant	2	4.9	40	97.6
Houston	1	2.4	41	100.0

C. Current Status in Respect to Teaching

STATUS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Pre-Serv	6	15.0	6	15.0
In-Serv	15	37.5	21	52.5
Other	19	47.5	40	100.0

(Frequency Missing = 1)

D. Area of Certification

CERT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
El Fren	1	2.5	1	2.5
Sec Fren	16	40.0	17	42.5
Sec Span	2	5.0	19	47.5
Fr & Sp	7	17.5	26	65.0
Other	14	35.0	40	100.0

(Frequency Missing = 1)

E. Ethnicity

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Black	1	2.4	1	2.4
Hispan	3	7.3	4	9.8
Other	5	12.2	9	22.0
White	32	78.0	41	100.0

F. Sex

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Female	34	82.9	34	82.9
Male	7	17.1	41	100.0

G. Self Rating of Ability on the ACTFL Scale

SELFRATE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
High-Sup	2	5.0	2	5.0
Sup	6	15.0	8	20.0
Adv+	10	25.0	18	45.0
Adv	5	12.5	23	57.5
Int-H	14	35.0	37	92.5
Int-L/M	3	7.5	40	100.0

(Frequency Missing = 1)

Table 4.2 reveals that an almost equal number of examinees took each form of the French TOPT. 41.5% of the total examinees were part of a special summer program for in-service French teachers at Arlington. Only 15% of the total number of French examinees were pre-service teachers. Despite this, there was a wide range of abilities in the sample. On the self-rating (see Section 4.5 for more information about this), 42.5% were in the Intermediate level, 37.5% at the Advanced level, and 20% Superior or above. It may be noted that on the self-rating, 42.5% rated themselves under the passing score of Advanced, while 57.5% rated themselves at Advanced or above. 21.9% of the examinees were members of minority groups and 17.1% were male. French TAC members felt that these last figures were representative of the population of in-service French teachers in Texas.

Table 4.3 presents the background information on the examinees who took the Spanish TOPT.

Table 4.3
TOPT Spanish Examinees: Descriptive Data

A. TOPT Form

FORM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Form A	26	21.8	26	21.8
Form B	28	23.5	54	45.4
Form C	38	31.9	92	77.3
Form D	27	22.7	119	100.0

B. Trialing Site

CITY	Frequency	Percent	Cumulative Frequency	Cumulative Percent
El Paso	11	9.2	11	9.2
Austin	25	21.0	36	30.3
Hurst	9	7.6	45	37.8
Edinburg	53	44.5	98	82.4
San Ant	15	12.6	113	95.0
Houston	6	5.0	119	100.0

C. Current Status in Respect to Teaching

STATUS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Pre-Serv	72	63.2	72	63.2
In-Serv	19	16.7	91	79.8
Other	23	20.2	114	100.0

(Frequency Missing = 5)

D. Certification

CERT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
El Span	11	9.6	11	9.6
Sec Span	26	22.6	37	32.2
Bil Ed	66	57.4	103	89.6
Other	12	10.4	115	100.0

(Frequency Missing = 4)

E. Ethnicity

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Black	1	0.8	1	0.8
Hispan	95	79.8	96	80.7
White	23	19.3	119	100.0

F. Sex

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Female	88	73.9	88	73.9
Male	31	26.1	119	100.0

G. Self Rating on the ACTFL Scale

SELFRATE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
High-Sup	13	11.5	13	11.5
Sup	20	17.7	33	29.2
Adv+	40	35.4	73	64.6
Adv	18	15.9	91	80.5
Int-H	15	13.3	106	93.8
Int-L/M	6	5.3	112	99.1
Novice	1	0.9	113	100.0

(Frequency Missing = 6)

Table 4.3 reveals that although an unequal number of examinees took each form of the Spanish TOPT, no form was taken by less than 26 examinees, which is 30% greater than the initial goal. 44.5% of the total number of examinees took the TOPT at Edinburg, which, as mentioned above, was due to the interest of local professors. Unlike for the French TOPT, over half (63.2%) were pre-service teachers, while only 16.7 were in-service. On the basis of the self-ratings, there was less of a distribution of ability than on the French TOPT, with over half (51.3%) at one level (Advanced), with 0.9% at the Novice level, 18.6% at the Intermediate level, and 29.2% at the Superior level. 80.5% rated themselves above the passing score of Advanced, with only 19.5% under the passing score. Slightly more than half (57.4%) were involved in bilingual education. Hispanics made up approximately 79.8% of the total sample, and males were 26.1%. It may be noted that of the Spanish TOPT examinees indicating bilingual education as their field of certification, 87.9% were Hispanic and 19.7% were male; of those not indicating bilingual education, 69.8% were Hispanic and 34% were male.

Appendix C contains a breakdown of the descriptive data of the TOPT trialing examinees by language and form.

4.4 Administering the TOPT

The TOPT was trialed during the period from June 26 to July 3, 1990. At each trialing site, for the convenience of the examinees, the TOPT was administered four times over a period of a day. The only exceptions to this were at Arlington, where it was administered only once to the group of in-service French teachers taking part in a summer institute, and Hurst, where it was administered only twice during a half-day session.

Both the test times and the presence or absence of simultaneous administrations of the TOPT depended on the equipment of the language laboratory at each testing site and the number of examinees expected at that site for each test. CAL made every effort to make the test administration as convenient as possible for all parties involved. Testing periods were scheduled in one and one-half hour blocks.

During the first part of the testing session, lasting approximately 50 minutes, the examinees took the TOPT. During the second part, the examinees recorded their feedback on the test on two data collection forms. These are described in section 4.5. Examinees spent between 30 and 90 minutes completing these two data collection forms.

4.5 Data Collection During Trialing

CAL collected feedback on the test from two main and one secondary sources. The first main source of feedback was from the examinee. After the test was administered, each examinee completed a two-part evaluation form eliciting quantitative ratings and qualitative written comments on both specific TOPT items and on the test in general.

The first part of the form, which appears in Appendix D, collected quantitative data. On a machine-readable answer sheet developed at CAL, examinees first gave background and demographic information and assigned themselves a rating on a simplified ACTFL scale. These self-ratings served as a "ballpark" estimate of the examinee's TOPT score and were used later to determine which Spanish tapes would be listened to completely by raters (see below). The results of the background, demographic, and self-rating responses were presented in section 4.3 above. The machine-readable response sheet also included two statements for every item (the opening conversation being counted as one item): the first dealt with the adequacy of the time allowed for the item, the second with its overall quality. In addition, for the five picture items, one statement per item dealt with the perceived clarity of the picture. Three statements about the nature of the test in general completed this form. To each of these 40 statements, examinees had to indicate, on a scale of 1 to 5 (with 5 being highest), their degree of agreement.

The second part of the examinee response form, which appears in Appendix E, collected qualitative data. For any statement to which the examinee gave a lower rating on the first part of the form, this part requested the examinee to explain why by writing his or her comments in spaces provided. At the end of the form examinees were requested to write about any concerns they had about the test that were not addressed elsewhere.

The second main source of trialing feedback came from "judges." These individuals, familiar with the ACTFL scale, listened to examinee tapes, focusing on the quality of the speech elicited by each item on the test for making a rating for that examinee. They recorded their comments on a special form, a copy of which is found in Appendix F. On this form, they marked on a scale of 1 to 3 the usefulness of the speech sample elicited by each item in determining that examinee's proficiency level. For each item and each examinee, they also indicated the appropriateness of the time allowed for the response. Moreover, the judges also noted any potential problems with specific items based on their analysis of the examinee's performance. Each tape was listened to by one judge. Two judges listened to all of the French tapes, while 80 (20 for each form, half bilingual and half Spanish) of the 119 Spanish tapes were listened to by one of six judges. Of the Spanish tapes, all tapes made by non-Hispanics and all tapes made by examinees who gave themselves a rating lower than Advanced were included in the 80 tapes. To complete the number of Spanish examinees to be listened to, tapes were selected at random from those remaining.

A final (albeit minor) source of feedback during trialing came from observers. When possible, TEA foreign language staff present during the trialing administration served as observers. The observers concentrated on listening to the response of one individual and wrote comments on a special form, a copy of which is found in Appendix F (the same form used by the judges). Because few individual examinees were tracked by observers, observer comments did not account for much feedback data.

4.6 Results of the Trailing

The feedback collected during the trialing was used to guide the post-trialing test revision process. Originally, the procedures called for using the quantitative data collected (the ratings from the examinees and judges) to pinpoint problem areas and then use the examinees' written comments (qualitative data) to inform the specific revisions that were to be made. In actuality, quantitative data was reviewed and all written comments for all items were read before determining whether any revision should be made.

4.6.1 Results of the Examinee Data Form, Part 1

A data file was created at CAL from the machine-readable examinee response forms. The forms were read with a NCS Sentry

3000 scanner and the SCANTOOLS software program was used to create a data file that was imported to and then analyzed with SAS. Each of the eight test forms was analyzed separately. Since 5 was the highest rating, any statement with an average score of 3.50 or below identified a problematic TOPT item. Those with a score above 3.50 but below 3.75 identified TOPT items that were carefully looked at to determine if any potential problems existed. Statements with a mean rating above 3.75 were considered to identify TOPT items not needing serious revision. The mean rating for each statement for each TOPT form is presented in Appendix G. Items marked by an * in Appendix G are those above 3.50 but below 3.75. Items marked by ** are those at 3.50 and below. Table 4.4 contains the number of items that were rated in each category for each form.

Table 4.4
Number of Items in Each Rating Category
Per TOPT Form

SPANISH FORM A	(n=26)	General	Time	Pictures
Above 3.75		8	2	4
3.51-3.75		8	8	1
Below 3.50		0	6	0
SPANISH FORM B	(n=28)	General	Time	Pictures
Above 3.75		5	3	3
3.51-3.75		7	3	1
Below 3.50		4	10	1
SPANISH FORM C	(n=38)	General	Time	Pictures
Above 3.75		2	2	3
3.51-3.75		1	4	1
Below 3.50		13	10	1

SPANISH FORM D (n=27)	General	Time	Pictures
Above 3.75	10	9	4
3.51-3.75	5	6	1
Below 3.50	1	1	0

FRENCH FORM A (n=10)	General	Time	Pictures
Above 3.75	14	15	4
3.51-3.75	2	1	1
Below 3.50	0	0	0

FRENCH FORM B (n=10)	General	Time	Pictures
Above 3.75	6	10	3
3.51-3.75	2	3	1
Below 3.50	8	3	1

FRENCH FORM C (n=10)	General	Time	Pictures
Above 3.75	14	11	4
3.51-3.75	1	4	1
Below 3.50	1	1	0

FRENCH FORM D (n=11)	General	Time	Pictures
Above 3.75	11	5	4
3.51-3.75	2	6	1
Below 3.50	3	5	0

The above table indicates that each form had its own pattern of responses. With the Spanish TOPT, for three of the four forms, there were no or few mean ratings below 3.50 to the general statement: none for Form A, 1 for Form D and 4 for Form B. For Form C, however, 13 statements had mean ratings below 3.50. In general, quite a few of the time statements received low ratings (examinees generally wanted more time): 6 for Form A and 10 for both Forms B and C. However, only 1 time statement for Form D received a rating below 3.50. With the French TOPT, ratings were generally higher than with the Spanish test. For Form A, no statement received a rating below 3.50, while for Form C, only 2 did. On the other hand, Form D had 8 statements below 3.50 while Form B had 12. For the French TOPT, time did not seem much of a problem on Forms A, B, and C, though for Form D only 5 time statements received a rating above 3.75.

These numbers indicate that revisions needed to proceed item by item. Because a different group of examinees took each form, it would be unwise use this data to make general inferences about the quality of each trialing test form.

4.6.2 Results of the Examinee Data Form, Part 2

All of the written comments were coded as to the TOPT form and item they referred to and as to the degree of negativity expressed in them. Then they were typed into a word-processing database. A printout of comments pertaining to each item was then produced. An example of one such printout appears in Appendix H.

The written comments primarily served to inform the specific revisions that needed to be made. In analyzing the printout of comments, we considered the various classifications into which comments generally fell. First were positive comments. These were substantial, even though examinees were requested to comment only if there was a problem with the item. Second were concurring comments that pointed out some flaw requiring revision, usually corroborating lower mean ratings of statements. Third were unique negative comments suggesting helpful revisions, even when not corroborated by the comments of others or by the ratings. Fourth were unique negative comments with off-target suggestions, indicating that the examinee's problem with the item was not due to any attribute of the item per se. An example of one such comments was "Current events is a topic that should be left out. All other situations were appropriate but for a full time student, current events may be an unknown area." By far the most common suggestion was to increase the amount of time allowed to prepare and give the response. In general, the examinees' written comments were quite helpful in making revisions.

4.6.3 Results of the Judge's Response Sheet (Quantitative)

The judge's response sheet contained two types of quantitative data: data on the quality of the speech sample elicited by the item and data on any perceived time problems with the item.

Appendix I contains the quality ratings by TOPT form and item. Since the maximum possible rating was 3, these mean ratings were generally quite high. Table 4.5 gives the average item quality rating for each form.

Table 4.5
Average Item Quality Rating for Each Form

Form	Average Rating	Range
French A	2.69	2.38 - 3.00
French B	2.24	1.88 - 2.50
French C	2.93	2.75 - 3.00
French D	2.87	2.67 - 3.00
Spanish A	2.73	2.57 - 2.80
Spanish B	2.59	2.35 - 2.78
Spanish C	2.57	2.38 - 2.67
Spanish D	2.71	2.55 - 2.85

Table 4.5 indicates that across items, the mean item quality is quite high, particularly when one remembers that 1 meant the quality was poor, 2 meant average and 3 meant excellent. Generally, none of the items were perceived to be particularly problematic by any of the judges. The average rating of French Form B seems unusually low; however, that is explained by the fact that the majority of the Form B tapes were judged by one of the two French judges who tended to award everything "2" unless it was exceptional. In other words, this judge was more severe in her quality ratings.

Appendix J contains an example of the judges' time data by TOPT form and item. In making revisions, convergence in additional time needed (or too much time) across raters and examinees was sought. Judges were instructed to only mark "too little time" if the time allotted did not allow the examinee to demonstrate whether he or she could handle the targeted speaking task. In other words, they were not to mark "too little time" if the examinee did not finish his or her answer but gave a clear indication of ability (or lack thereof) to handle the speaking task. In the vast majority of cases, obvious patterns developed, as illustrated by the example Appendix J. Response time was almost always lengthened (it was shortened in a few cases), so that 90% of the examinees would have enough (projected) time to complete the item.

4.6.4 Results of the Judge's Response Sheets (Qualitative)

The comments of the judges were mostly notes on the idiosyncracies of examinees. In general such comments were not particularly helpful in revising items, though in some cases the judges' comments did shed light on a problem area or suggested a solution. An example of judge's comments for one item can be found in Appendix K.

5. Development of the Final Form

This chapter describes how the final forms of the TOPT was developed, based on the results of the trialing.

5.1 Revisions of the Trial Forms

After CAL collected and analyzed all data from the trialing, the members of CAL's LTDC reviewed the results item by item and made revisions as appropriate. These were then sent to the TEA for their inspection and comments.

Between August 18 and August 21, 1990, final meetings of the BRCs and TACs took place. At these meetings, a summary of the trialing results was presented. The BRCs reviewed the revised items for indication of bias and made comments and suggestions for revisions. The TACs then discussed all revised items and acted on comments made by the BRCs. Final wording and final revisions were the basis of group decisions made at these meetings, the outcome of which became the final version of each TOPT form.

Following these meetings, CAL and the TEA decided that Trialing Form B would become the disclosed form of the TOPT. Examples for the TOPT Registration Manual would be taken from this form, and this form would appear in its entirety as the Practice Test of the TOPT Test Preparation Kit. CAL also decided that the three remaining forms of the TOPT would be renumbered.

During the fall and winter of 1990, the TOPT Master Tapes created for the trialing were edited to reflect the final collectively agreed upon revisions. These were then carefully reviewed by the TEA, reedited if necessary, and then accepted as final. The project artist also made the necessary changes to the pictures. Once these were approved by the TEA, the pictures were drawn in pen and ink. The pen and ink drawings were once again reviewed by the TEA. After a few minor changes were made, the pictures were readied for publication, along with the TOPT test booklets.

6. Content Validation

This chapter describes how the content of the final forms of the TOPT was validated.

6.1 Content Validation

At the foundation of the TOPT's content lie the speaking tasks, based on the ACTFL guidelines, which were validated during the job-relatedness survey (see Chapter Two). Each item on the TOPT was written to elicit language in response to one of these tasks. In order to investigate whether the items on the final forms of the TOPT did indeed match the speaking tasks which served as the specifications for the items, three separate content validation studies were undertaken in the fall of 1990: one for French, one for Spanish, and one for bilingual education. The French and Spanish studies were held jointly on Friday, October 19, during the Fall 1990 Texas Foreign Language Association Convention in Fort Worth. The bilingual education study was held during the Fall 1990 Texas Association of Bilingual Educators meeting, on Thursday, November 1, in Lubbock, Texas.

For each group, the TEA submitted to CAL a list of qualified judges who were representative of both teachers and teacher trainers. CAL prepared letters of invitation to each individual, inviting him or her to participate in the study. The following individuals served as judges in the content validation studies:

French

Dr. Phyllis Nimmons	Houston Baptist University
Mr. David Hardy	Carrollton-Farmers Branch ISD
Ms. Margie Rodgers	Ector County ISD
Dr. Marie Christine Koop	University of North Texas

Spanish

Dr. Armando Armengol	University of Texas, El Paso
Ms. Teresa García	Mission ISD
Ms. Rose Potter	Eanes ISD
Mr. Steve Black	Angelton ISD
Dr. Judith Márquez	University of Houston, Clear Lake

Bilingual Education

Ms. Rosa M. Chahin	Houston ISD
Ms. Virginia Moore	Midland ISD
Ms. Elizabeth Martin	Grand Prairie ISD
Dr. Juan Lira	Laredo State University

The task of the judges was to examine each item on the three operational forms of the TOPT and determine whether it elicits the speaking task (e.g., support an opinion, give directions, state advantages and disadvantages, etc.) specified for it. The judges read the TOPT items in specially prepared notebooks containing each TOPT item on a separate page with the item's speaking task at the top of the page. They recorded their responses on a separate sheet. The instructions to the judges and a copy of the Judge's Response Sheet can be found in Appendix L.

6.2 Results

All of the TOPT items were validated by the content validation studies as matching the targeted speaking task for the item. The great majority of items presented no problem to the judges. In almost all of the cases where judges gave a negative mark, their own comments revealed that their responses were off-target; i.e., the negative mark was awarded for a reason other than that the item did not match the speaking task. In only one case (Topic 1 for French) was a problem found with the speaking task description used (for one of the three forms). Labeled in the content validation study test item booklet as "Describe Personal Activities," this item was originally intended to cover the Intermediate level speaking tasks of providing a description of persons, places, and things familiar to the individual (i.e., not only of personal activities, such as hobbies and pastimes). The speaking task for this item has since been relabeled as "Give a Description of a Personal Nature."

7. Standard Setting Study

This chapter describes how passing score standards for the TOPT were set. In order to provide additional data to assist the TEA and the Texas State Board of Education in setting passing scores for the TOPT, three separate standard setting studies, following the model described in Livingston (1978) and adapted by Powers and Stansfield (1982), were carried out in the fall of 1990, concurrently with the content validation studies described in Chapter Six. These studies required a sampling of examinee performances and a panel of judges to rate the performances as acceptable or unacceptable.

7.1 Preparation of the Standard Setting Master Tape

Before the study could be conducted, it was necessary to prepare a master tape containing TOPT performances of examinees at different levels of speaking proficiency.

7.1.1 Initial Selection of Representatives of Various Levels of Speaking Proficiency

The judges who listened to the examinee response tapes following the trialing (see Section 4.x) gave a preliminary rating to each examinee they listened to. Additionally, each examinee provided a self-rating during the trialing. Originally CAL had planned to use these two pieces of information to choose tapes that, upon receiving complete rating, would provide three examples at each of seven ACTFL levels (IL, IM, IH, A, A+, S, S+[2]). This would have made a total of 21 examples. In the first step, CAL looked for five potential examples at each level, for a total of 35. However, there were virtually no Intermediate Low level tapes in the Spanish set of tapes. Thus, the total number of tapes selected for the first step for Spanish was 31. All 32 audible French tapes were included in this first phase of the study.

7.1.2 Ratings by Texas ACTFL-Certified Raters

The TEA and CAL jointly chose two prominent Texas ACTFL-certified raters for each language to score the selected trialing tapes within a period of three weeks. Dr. George Blanco of the University of Texas at Austin and Dr. Vickie Contreras of the University of Texas, Pan American, served as the Spanish raters; Dr. Joan Manley of the University of Texas at El Paso and Ms. Mary Huggins of Round Rock ISD served as the French raters. Appendix M contains the instructions to these raters and as an example, a copy of the form used to record their scores for French and Spanish Form B.

---

[2] For practical purposes, ACTFL levels were assigned a numerical classification as follows:

Novice		0
Intermediate-Low	IL	1
Intermediate-Mid	IM	2
Intermediate-High	IH	3
Advanced	A	4
Advanced+	A+	5
Superior	S	6
High-Superior	S+	7

The order of the tapes to be rated was prescribed. The raters listened to all tapes for each form, beginning with Form A. Within each form, examinees were sequenced by social security number. Raters gave each examinee a rating on each item and the opening conversation as a whole, and also rated each one holistically.

Blanco and Contreras were found to have few holistic and item level score disagreements. Manley and Huggins, on the other hand, had few agreements but correlated very highly, with Huggins being consistently more lenient than Manley. At the lower levels, the difference between them was about one step on the ACTFL scale; at the higher levels, the difference reached two or three steps at times. Thus, where Manley awarded an Intermediate Low, Huggins typically awarded an Intermediate Mid; where Manley awarded Intermediate Mid, Huggins typically awarded Intermediate High; and where Manley awarded an Advanced or Advanced Plus, Huggins typically awarded a Superior or High Superior.

7.1.3 Construction of the First Master Tape

In constructing the master tape for the standard setting study, the goal was to have each individual examinee represented by three segments (responses) which would be indicative of a certain ACTFL level. The segments chosen for each examinee proceeded as follows. Data from the ratings of the Texas ACTFL raters were entered into a database. Then the matches between the two item ratings for each examinee on all items were identified; that is, items were identified where the two raters agreed on the item-level rating. In the case of French, matches were also identified where Huggins was consistently one level (or two) above Manley.

Once these item-level matches were identified across the two raters for any individual examinee, the overall holistic rating of that individual was consulted. Finally, three TOPT item responses that were at the overall holistic rating for the examinee (or were all at the same level close to the holistic rating) were chosen for each individual from among the matches. These three item responses were to typify responses at that holistic level (or at the common level of the three item ratings). For Spanish, when matches occurred there, three Advanced level items (generally including Picture Four--past tense narration) were used as examples from examinees identified as Intermediate; Picture Four and two Superior level items were used for examinees identified as Advanced, and three Superior items--most commonly supporting opinion (Topic 4), hypothesizing

(Topic 5), and giving a professional talk (Situation 4)--were used as examples for examinees identified as Superior. Examples were chosen for the French TOPT in a very similar fashion, except that the French TOPT included only two Superior level items. This meant that those same two items were repeatedly chosen as examples for the performance of Superior and Advanced level students.

Each examinee was thus assigned a tentative rating--the rating of the three matched segments. In the case of Spanish, because of the high level of agreement between Blanco and Contreras, there was a single tentative rating for all but four of the 29 individuals included on the first master tape. For the French examinees, however, there was a single tentative level for only 10 of the 27 examinees on the first master tape. The others had a split tentative rating, the lower reflecting Manley's rating, the higher reflecting Huggin's (e.g. IM/IH, A+/S). In all of these cases, the two ratings differed by only one step on the ACTFL scale.

Once three segments for each examinee were chosen, the order of examinees to appear on the first master tape was determined randomly by drawing each examinee's ID number at random from a hat. However, if two examinees of the same level were chosen in a row, the second was returned to the pile. In this way, ability levels appear in random order on the master tape, with no two ability levels presented in sequence.

The first master tapes for French and Spanish were then prepared by dubbing from the original examinee response tapes onto the master tape.

7.1.4 Confirming the Master Tape Ratings

In order to confirm that each examinee's segment of three responses reflected the score assigned to it, CAL conducted a confirmatory study of the tentative ratings. David Hiple, director of the tester training program at ACTFL, submitted to CAL the names of the outstanding ACTFL raters and trainers for French and Spanish from across the country. Five for each language were contacted and agreed to participate in the study. Each was sent a copy of the master tape, a rating sheet, and instructions. (The names and affiliations of these raters, with a copy of the instructions and rating sheet, appear in Appendix N.) These raters were told to listen to each person and estimate his or her ACTFL rating based on the performances contained on the tape. These raters were NOT given the tentative rating of each segment. They worked totally independently and had about a week to accomplish their task.

7.1.5 Assigning "True Scores" to the Master Tape

Once the raters' responses were received by CAL, their scoring data was entered into a computer. Their ratings for each examinee were examined together with the examinee's tentative rating (i.e., the agreed upon level(s) of the two Texas raters). When possible, a "true score" was assigned to each examinee. This "true score" was the level the examinee's responses on the first master tape was intended to typify. The complex process of assigning true scores from this data is described next.

The logic behind this procedure was the desire to confirm the tentative Texas ACTFL ratings by the ratings of the five independent external raters. First, however, examinees for whom ratings were discrepant were eliminated from the pool of potential examinees to be included in the final master tape. Examinees were eliminated if there was no clear modal (average) rating with reference to the tentative score (e.g., **4**:4,4,5,5,6--bold type indicates tentative level[3]). The logic behind eliminating such examinees lies in the fact that the external raters were not in clear agreement and that there was no confirmation that the tentative rating lay within the boundaries of the external raters' rating. In the example above, the external raters as a group appear to place the examinee above the tentative score.

---

[3] For this procedure, the lower of the French ratings (i.e., Manley's ratings) was used as the tentative rating since when in doubt, ACTFL raters are instructed to use the lower score. An additional reason for this decision was Manley's greater experience in rating tapes.

Second, examinees were eliminated if a level split did not confirm the tentative rating. This happened when three raters assigned one level, while the tentative level and the other two raters were at the adjacent one (e.g., 3:3,3,4,4,4). This would indicate that the examinee is probably a borderline case, whose true score may well fall somewhere between the two levels. Using such an individual as an example of a level in the standard setting study would be confusing since he or she is not typical of any one level.

Eliminating examinees according to the above guidelines reduced the number of examinees on the Spanish tape from 29 to 22 and on the French tape from 27 to 19. Of those examinees retained, we assigned a true score using the following four methods:

Method A

In the first method, the true score was the tentative score confirmed by at least three of the five external raters (e.g. 6:5,6,6,6,7=6 / 6:6,6,6,7,7=6 / 4:4,4,4,4,5=4 with the score after the = sign being the true score assigned to that person). 50% of Spanish and 79%[4] of the French examinees received true scores in this manner.

---

[4] When Manley's lower ratings are used as the tentative score the figure is 68%. However, as noted above, for 13 of the 19 examinees on the final tape, there was a level disagreement between Manley and Huggins. For the six examinees where Manley and Huggins agreed, four of the tentative scores were confirmed by the external raters with Method A and two with Method B. In the 13 cases where there was disagreement, in only one case were both Manley and Huggins' tentative rating disconfirmed (see Method C). In the remaining 12 cases, 6 (50%) of Manley's lower tentative ratings were confirmed by Method A and one (8%) by Method B, while 5 (42%) of Huggins' higher tentative ratings were confirmed by this method. Thus, given the split tentative scores

Method B

In the second method (Method B), the true score was again the tentative score, confirmed by one or two of the five external raters and falling **between** the other scores. This confirmed that the tentative score was an average score (e.g. **6**:5,6,6,7,7=6 / **3**:2,2,3,3,4=3 / **2**:1,1,2,3,3=2).

The logic behind keeping a tentative score falling between the external rater's scores, even if it was not the modal score, is that on average, across ratings, that individual would receive the tentative score. Variation in assigned score for these people is considered to be due to rater error, and raters are equally likely to vary in either direction. 14% of the Spanish and 16% of the French true scores were assigned in this way.

Method C

In methods C and D, the tentative score did not become the true score. In Method C, the "true score" was the score awarded by four or five of the five external raters even when different from the tentative score (e.g. **1**:1,2,2,2,2=2). 22% of the Spanish examinees and 5% of the French examinees received true scores using this method[5].

Method D

For two of the Spanish tapes (10%) and none of the French tapes, the true score was the modal score awarded by three of the five external raters when it was the average of all the external rater's scores (**3**:3,4,4,4,5=4 / **2**:2,3,3,3,4=3).

The reason behind using methods C and D, in which the tentative score was not confirmed, is that samples of speech presented in three segments for any examinee may give the hearer a different impression when listened to by themselves than when heard in the context of the entire tape. In this

---

for French, 15 out of 19 tentative ratings (79%) were confirmed by Method A.

[5] If Manley's lower rating is taken to be the tentative score, then three additional tapes were awarded true scores in this manner. However, in these three cases, the true score was equal to Huggins' tentative score.

case, the reaction of the members of the standard setting committee would be more reflective of that of the five external raters who also heard only the selected segments than of the ACTFL Texas raters who heard the examinee's entire tape. Note that in Method C the true score was awarded by 80% of the external raters, indicating very high agreement, and that Method D, which involves a true score awarded by 60% of the raters, was used only for two Spanish tapes.

Table 7.1 presents a frequency distribution of the methods used to award the true scores on the final Master Tape.

Table 7.1
Frequency of the Use of Four Methods to Award True Scores on the Master Tape

Method	Spanish Examinees	French Examinees*
A	50%	79%
B	18%	16%
C	22%	5%
D	10%	0%

Key:

A	Tentative score = true score, confirmed by three or more external raters
B	Tentative score = true score, confirmed by one or two external raters and falling midway between extreme ratings
C	Tentative score not confirmed; true score awarded by four or five external raters
D	Tentative score not confirmed; true score awarded by three of five external raters and falling between extreme scores

* See footnotes 3 and 4

Although originally five tapes estimated to be from each ACTFL level (except Intermediate Low) were sent to the Texas ACTFL-certified raters, because of the elimination of examinee examples and the assignment of actual true scores (rather than estimates based on the examinee's self-rating and the original judge's rating after trialing), there was not an equal number of examples from each ACTFL level on the final master tape for Spanish. All the French tapes were involved in the process, but many of them were eliminated, too. Below are the numbers of examples for each level appearing on the master tapes:

ACTFL Level	French	Spanish
Intermediate Low	0	0
Intermediate Mid	6	3
Intermediate High	3	5
Advanced	4	5
Advanced Plus	3	2
Superior	3	6
High Superior	0	1

7.2 Setting the Passing Standards

The TEA submitted to CAL a list of teachers and teacher trainers from throughout Texas whom they deemed qualified to serve as judges on the standard setting committees. These individuals were then sent invitations by CAL to the standard setting sessions.

The standard setting sessions for French and Spanish language teaching were held on Friday, October 19, in conjunction with the annual Texas Foreign Language Association fall convention held in Fort Worth. For bilingual education, the standard setting session was held on Thursday, November 1, at the Civic Center in Lubbock, in conjunction with the annual Texas Association of Bilingual Educators fall conference. There were 16 judges on the French committee, 17 on the Spanish, and 13 on the bilingual education committee. Below are the names and affiliations of the members of each committee.

Members of the French Standard Setting Committee

Ms. Peggy Beauvois-Hollon	University of Texas-Austin
Mr. Louis A. Broussard	San Antonio ISD
Ms. Yvette J. De Jean	Houston ISD
Dr. Marion LeRoy Ellis	Lamar University
Mr. Joe H. Galindo	El Paso ISD
Ms. Carrie Harrington	Fort Worth ISD
Dr. Michael G. Hydak	Austin ISD
Ms. Sue E. Kimbro	Texarkana ISD
Dr. Cynthia Manley	Austin College
Ms. Sandra Miller	Klein ISD
Ms. Linda L. Nance	San Antonio ISD
Ms. Risa Pajestka	Belton ISD
Dr. Elaine M. Phillips	Southwestern University
Ms. Peggy Tharp	San Angelo ISD
Dr. Donald R. Vidrine	University of North Texas
Ms. Michèle Wade	Lubbock ISD

Members of the Spanish Standard Setting Committee

Ms. Suzanne Abbott	Lubbock ISD
Ms. Elizabeth Bailey	Leander ISD
Mr. Sam Calderón	Socorro ISD
Ms. Rosario M. Cantú	Northside ISD
Dr. H. Eliot Chenaux	Corpus Christi State University
Ms. Kathy Hamm	Dickinson ISD
Ms. Elizabeth A. Haskins	Edinburg ISD
Ms. Nancy J. Lewis	Abilene ISD
Ms. Rachael A. Loman	Donna ISD
Ms. Olivia Muñoz	Houston ISD
Dr. Manuel J. Ortuño	Baylor University
Ms. Rosemary Patterson	Amarillo ISD
Ms. Elizabeth Schacht	Highland Park ISD
Dr. Lorum H. Stratton	Texas Tech University
Ms. Christie Walker	Warren ISD
Ms. Blanca Barrera Watters	White Settlement ISD
Ms. Loretta Garciá Williams	Plano ISD

Members of the Bilingual Education Standard Setting Committee

Ms. Carmen A. Dominguez	Houston ISD
Ms. Lucia E. Elizarde	Harlingen ISD
Ms. Yolanda Espinoza	San Marcos ISD
Dr. Maria Loida Galvez	Pasadena ISD
Ms. Susana Gomez	Lubbock ISD
Ms. Joyce Hancock	Lufkin ISD
Dr. Roy Howard	Texas Tech University
Mr. Manuel A. Martinez	Austin ISD
Ms. Isabell McLeod	Amarillo ISD
Ms. Elba-Maria Stell	El Paso ISD
Ms. Juanita Villegas	Lubbock ISD
Dr. Judith Walker de Félix	University of Houston
Ms. Elsa Meza Zaragosa	Corpus Christi ISD

The task given to the members of the standard setting committees was to listen to each individual on the master tape and mark on a machine-readable response sheet whether or not they felt that person demonstrated enough speaking ability to be in a Texas classroom. The specific instructions that were read to the committee members appear in Appendix O. An example of the response sheet appears in Appendix P.

7.3 Results of the Standard Setting Study

Table 7.2 presents the make-up of the 16 members of the French Standard Setting Committee.

Table 7.2
Descriptive Statistics on the French Standard
Setting Committee Members

A. Position

POSITION	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Classroom Teacher	7	43.7	7	43.7
Department Chair	3	18.8	10	62.5
District Supervisor	1	6.2	11	68.7
Teacher Trainer	5	31.3	16	100.0

B. Sex

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	5	31.3	5	31.3
Female	11	68.7	16	100.0

C. Ethnicity

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic	1	6.2	1	6.2
White-NonHispan	13	81.2	14	87.5
Black-NonHispan	2	12.5	16	100.0

D. Region of Texas by First Two Digits of Zip Code

REGION	Frequency	Percent	Cumulative Frequency	Cumulative Percent
75 - Northeast	2	12.5	2	12.5
76 - North Central	4	25.0	6	37.5
77 - East	3	18.8	9	56.2
78 - South Central	5	31.3	14	87.5
79 - West	2	12.5	16	100.0

Table 7.3 shows the percent of committee members rating examinees as acceptable at each ACTFL level.

Table 7.3
Mean Percent of Judges Rating Examinees
Acceptable at Each Level (French Language)

ACTFL Level	Number of Examinees	Mean Percentage
Inter Mid	6	13.5
Inter High	3	39.6
Advanced	4	92.2
Advanced Plus	3	100.0
Superior	3	100.0

Table 7.3 indicates that for the French standard setting committee members, an Intermediate High level performance was clearly not adequate, while an Advanced level performance was

deemed adequate on average by over 90% of the members. This suggests that the French standard should be Advanced.

Table 7.4 presents the make-up of the 17 members of the Spanish Standard Setting Committee.

Table 7.4
Descriptive Statistics on the Spanish Standard Setting Committee Members

A. Position

POSITION	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Classroom Teacher	3	17.6	3	17.6
Department Chair	8	47.1	11	64.7
District Supervisor	3	17.6	14	82.4
Teacher Trainer	3	17.6	17	100.0

B. Sex

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	4	23.5	4	23.5
Female	13	76.5	17	100.0

C. Ethnicity

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic	9	52.9	9	52.9
White-Nonhispan	8	47.1	17	100.0

D. Region of Texas by First Two Digits of Zip Code

REGION	Frequency	Percent	Cumulative Frequency	Cumulative Percent
75 - Northeast	2	11.8	2	11.8
76 - North Central	2	11.8	4	23.5
77 - East	3	17.6	7	41.2
78 - South Central	5	29.4	12	70.6
79 - West	5	29.4	17	100.0

Table 7.5 shows the percent of Spanish language committee members rating examinees as acceptable at each ACTFL level.

Table 7.5
Mean Percent of Judges Rating Examinees
Acceptable at Each Level (Spanish Language)

ACTFL Level	Number of Examinees	Mean Percentage
Inter Mid	3	25.5
Inter High	5	25.9
Advanced	5	77.7
Advanced Plus	2	94.1
Superior	6	94.1
High Superior	1	100.0

Table 7.5 indicates that for the Spanish standard setting committee members, Intermediate level performances were clearly not adequate, while the Advanced level performance was deemed adequate on average by over 75% of the members. This suggests that the Advanced level should be the standard.

Table 7.6 presents the make-up of the 13 members of the Bilingual Education Standard Setting Committee.

Table 7.6
Descriptive Statistics on the Bilingual Education Standard Setting Committee Members

A. Position

POSITION	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Classroom Teacher	10	76.9	10	76.9
District Supervisor	1	7.7	11	84.6
Teacher Trainer	2	15.4	13	100.0

B. Sex

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	2	15.4	2	15.4
Female	11	84.6	13	100.0

C. Ethnicity

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic	10	76.9	10	76.9
White-NonHispan	3	23.1	13	100.0

D. Region of Texas by First Two Digits of Zip Code

REGION	Frequency	Percent	Cumulative Frequency	Cumulative Percent
75 - Northeast	1	7.7	1	7.7
77 - East	3	23.1	4	30.8
78 - South Central	4	30.8	8	61.5
79 - West	5	38.5	13	100.0

Table 7.7 shows the percent of bilingual education committee members rating examinees as acceptable at each ACTFL level.

Table 7.7
Mean Percent of Judges Rating Examinees
Acceptable at Each Level (Bilingual Education)

ACTFL Level	Number of Examinees	Mean Percentage
Inter Mid	3	12.8
Inter High	5	21.5
Advanced	5	83.1
Advanced Plus	2	88.5
Superior	6	96.2
High Superior	1	100.0

Table 7.7 indicates that, as for French and Spanish, there is a clear dividing line between Intermediate High and Advanced. For the bilingual education committee members, an Intermediate High level performance was clearly not adequate, while the Advanced level performance was deemed adequate on average by over 80% of the committee members.

The above tables show that for each group there is a clear line dividing performances at the Intermediate High and Advanced levels. These figures support the recommendation of Advanced as the passing score for all three groups.

JOB-RELATEDNESS SURVEY:
INSTRUCTIONS AND
MACHINE READABLE RESPONSE SHEET
(For Each Group of Teachers)

Texas Oral Proficiency Test (TOPT)
French Language Teachers

JOB-RELATEDNESS SURVEY

RETURN BY MAY 4, 1990

INTRODUCTION

The Texas Education Agency is developing a test of oral proficiency in French which will be required of individuals seeking secondary certification as a French language teacher or an elementary specialization in French. The Texas Oral Proficiency Test in French (TOPT-French) will be a tape-mediated test. From a master tape and via a test booklet, examinees will be presented with approximately twenty speaking tasks. These tasks will allow them to demonstrate their ability to speak French. Successful performance of these tasks requires various levels of French speaking ability; some are fairly easy to perform, while others are considerably more challenging. The examinees' responses will be recorded on examinee response tapes. After examinees complete the test, their performance, as recorded on the tapes, will be scored by trained raters.

This survey presents you with 38 speaking tasks, such as may appear on the TOPT-French. For each task, you are to indicate whether, in your professional opinion, French language teachers need to have the **ABILITY** to carry out this task in order to perform successfully in French language classrooms in the state of Texas. Note that the question is not whether French language teachers need to carry out the task in the classroom, but whether French language teachers need the **level of ability** necessary to carry out the task.

You are one of a sample of Texas French language teachers selected to receive this survey. The results will assist the TEA in determining the level of speaking skills in French needed by French language teachers in Texas. Your responses are important and your assistance to the TEA is appreciated.

DIRECTIONS

Your survey packet contains: this survey booklet, a blue and white machine-readable survey response sheet, and a stamped, pre-addressed return envelope. Note that data for this survey are being collected with machine-readable response sheets. Please do not fold the survey response sheets.

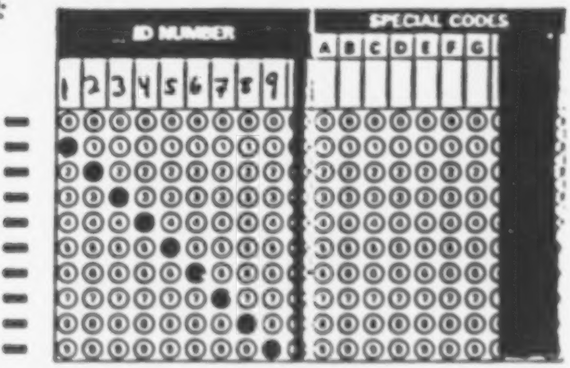
There are five steps to completing this survey. Follow all directions carefully and use a No. 2 pencil. It is estimated that this survey will require 15 to 20 minutes to complete.

STEP 1 ID NUMBER

Please write your social security number in the boxes in the area entitled ID NUMBER on the top left-hand corner of the machine-readable survey response sheet. Then fill in the circle corresponding to the number in each box. NOTE: Your social security number will only be used for data processing purposes and will not be used to identify any individual respondent to this survey.

EXAMPLE

This is what your response sheet would look like if your social security number were 123-45-6789:



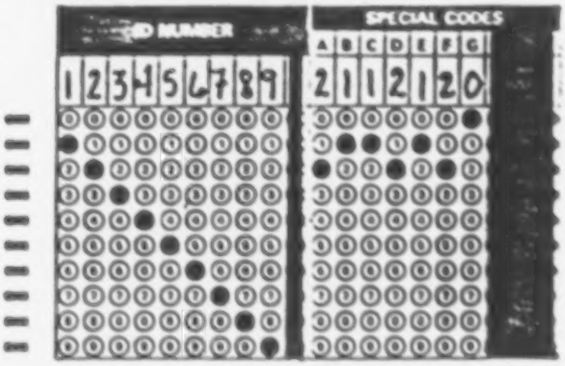
ID NUMBER
SPECIAL CODES
A B C D E F G
1 2 3 4 5 6 7 8 9

STEP 2 DEMOGRAPHIC INFORMATION

For demographic purposes, please answer each lettered question presented on the next page in the box labeled DEMOGRAPHIC INFORMATION. Write your answer in the area entitled SPECIAL CODES on the top left-hand corner of the response sheet. For each lettered question (A through G), write the number of your answer in the block on the answer sheet. Then fill in the circle corresponding to the number of your answer.

EXAMPLE

This is what your response sheet would look like if you were a high school teacher (Question A) with a secondary French certificate (Question B) and between 3 and 5 years of experience (Question C), etc.:



ID NUMBER
SPECIAL CODES
A B C D E F G
1 2 3 4 5 6 7 8 9
2 1 1 2 1 2 0

DEMOGRAPHIC INFORMATION

A. What is your current level of assignment?

(0) Elementary
(1) Junior High or Middle School
(2) High School
(3) Other

B. What certificate or endorsement do you hold?

(0) Elementary certificate with French specialization
(1) Secondary French certificate
(2) Both of the above
(3) None of the above

C. How many years of French language teaching experience do you have?

(0) 1-2 years
(1) 3-5 years
(2) 6-10 years
(3) 11-15 years
(4) 16-19 years
(5) 20 or more years

D. What levels of French language classes have you taught during the past three years?

(0) All beginning (first and second year) classes
(1) Mostly beginning classes, some advanced (third year and beyond) classes
(2) About half beginning, half advanced classes
(3) Mostly advanced classes, some beginning classes
(4) All advanced classes

E. What is the highest degree that you hold?

(0) No degree
(1) Bachelor's
(2) Master's
(3) Doctorate

F. What is your ethnic group?

(0) Hispanic
(1) Black
(2) White
(3) Other

G. What is your sex?

(0) Male
(1) Female

STEP 3 RESPONSES TO SPEAKING TASKS

Listed on the survey response sheet is a series of speaking tasks requiring various degrees of language ability to perform. For each task, indicate whether, in your professional opinion, French language teachers need to have the language ability necessary to carry out the task in order to perform successfully in the French language classroom. In other words, for each task, ask yourself:

Is the **level of ability**
required to perform this task
needed by French language teachers
in Texas public schools?

Important: The question is NOT "Do French teachers need to carry out this task in the classroom?" Rather, the question is "Do French language teachers need to have the French language ability to carry out this task?"

Fill in the letter that represents your response to this question in the appropriate column on the response sheet. The columns are as follows:

A = Definitely Yes
B = Probably Yes
C = Maybe
D = Probably No
E = Definitely No

Following the examples below are detailed descriptions of the speaking tasks. Be sure to read them before making your response.

EXAMPLES

Here are two example tasks with responses completed for you:

Example A

Extend an Invitation

Be able to politely invite someone to your home for a party or other social function.

If, in your opinion, French language teachers should ***definitely*** *have the* ***level of ability*** *required to perform this speaking task (independent of whether they would need to do the task in the classroom), then you would darken circle "A" in the first column of the response sheet.*

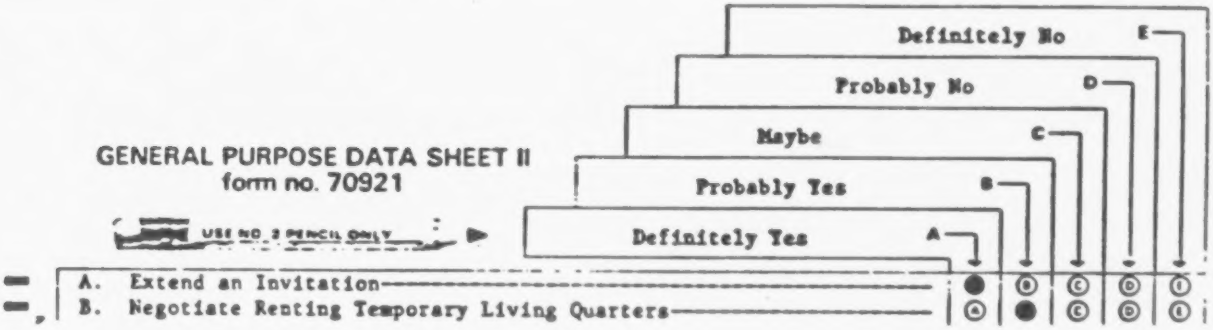
Example B

Negotiate Renting Temporary Living Quarters

Be able to negotiate a rental agreement with a landlord, ask questions about what is included in the rent, and ask for clarification of the rental agreement.

If, in your opinion, French language teachers should **probably** *have the* **level of ability** *required to perform this speaking task (independent of whether they would need to do the task in the classroom), then you would darken circle "B" in the second column of the response sheet.*

If you made the above two responses to the example tasks, your survey response sheet would look like this:



GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

A Definitely Yes
B Probably Yes
C Maybe
D Probably No
E Definitely No

	A	B	C	D	E
A. Extend an Invitation	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
B. Negotiate Renting Temporary Living Quarters	Ⓐ	●	Ⓒ	Ⓓ	Ⓔ

Now please make your response for each of the 38 speaking tasks listed on the following pages on the appropriate line of the survey response sheet. Remember to ask yourself, for each task:

> Is the level of ability
> required to perform this task
> needed by French language teachers
> in Texas public schools?

SPEAKING TASKS

1. Introduce Yourself

   Be able to give your name and basic personal information such as would be given at a first meeting.

2. Explain a Familiar, Simple Process

   Be able to explain how to accomplish everyday processes such as writing a check, borrowing a book from the library, or taking attendance in the classroom.

3. Describe a Sequence of Events in the Past

   Be able to use and sequence language indicating past time in order to narrate an event or incident which occurred recently.

4. Propose and Defend a Course of Action with Persuasion

   In light of at least two possible choices of action, be able to propose and defend a course of action in such a way as to persuade others to accept your choice.

5. Describe Typical Routines

   Be able to use and sequence language indicating present or habitual time in order to narrate recurring events or routines, everyday activities, etc.

6. Make Purchases

   Be able to request items, discuss prices, and handle currency in a situation involving a purchase.

7. Talk About Personal Activities

   Be able to talk about your leisure activities, favorite pastimes, and preferred hobbies.

8. Hypothesize About an Impersonal Topic

   Be able to discuss various possibilities ("what if" situations) surrounding an abstract, impersonal topic.

[FOR SURVEY PURPOSES ONLY]

9. Talk About Family Members

Be able to give the names of the members of your family and simple descriptive information, such as their occupations and physical characteristics.

10. Give a Brief, Organized Factual Summary

Be able to summarize in an "oral report" fashion factual information about topics of a personal or professional nature.

11. State Your Personal Point of View on a Controversial Subject

Be able to state what you believe on a controversial subject and why you hold those beliefs.

12. Describe Expected Future Events

Be able to use and sequence language indicating future time in order to narrate expected occurrences of a personal nature, such as a planned trip or activity.

13. Explain a Complex Process in Detail

Be able to explain in detail a non-routine process of an impersonal nature, such as how to carry out a scientific investigation or how to write a term paper.

14. Order a Meal

Be able to ask questions about menu items, order food, and ask for and settle a bill.

15. Express Personal Apologies

Be able to apologize clearly and appropriately to an offended party.

16. Give Advice

Be able to give advice to someone faced with making a decision between two or more choices, giving supporting reasons for the advice given.

17. Hypothesize About a Personal Situation

Be able to say what you would do in a hypothetical situation.

[FOR SURVEY PURPOSES ONLY]

18. Describe Your Daily Routine

Be able to narrate your typical daily activities.

19. Give Instructions

Be able to give instructions and explain the steps involved in carrying out an activity.

20. Give a Brief Personal History

Be able to talk about your personal background.

21. State Advantages and Disadvantages

Be able to state the advantages and disadvantages of a situation (such as living in a big city), a decision (such as going to college), or an object that has affected society (such as the computer).

22. Support Opinions

Be able to state, support and defend a personally-held opinion or belief about an issue.

23. Describe Health Problems

Be able to describe health problems or conditions.

24. Discuss a Professional Topic

Be able to discuss at length and in detail a topic of professional interest.

25. Describe a Complex Object in Detail

Be able to describe a complex object such as a car or bicycle in detail and with precise vocabulary.

26. Lodge a Complaint

Be able to lodge a complaint, giving the reasons for and details behind the complaint.

[FOR SURVEY PURPOSES ONLY]

27. Talk About Your Future Plans

Be able to state and describe your personal or professional plans, goals and ambitions.

28. Give a Professional Talk

Be able to present a talk on a topic of professional interest.

29. Make Arrangements for Future Activities

Be able to inquire about and to make arrangements for future activities, and to set the date, time and place.

30. Evaluate Issues Surrounding a Conflict

Be able to present arguments on both sides of a familiar issue or topic and evaluate their relative merits.

31. Give Directions

Be able to give directions on how to get from one place to another.

32. Describe a Place

Be able to describe in detail a particular place, such as a school, a store, or a park.

33. Explain a Complex Process of a Personal Nature

Be able to describe and explain in detail a non-routine process such as how to get a job, or how to apply to college.

34. Hypothesize About Probable Outcomes

Be able to discuss what could happen if something unexpected occurs.

35. Correct an Unexpected Situation

Be able to handle an unexpected outcome, such as receiving faulty merchandise.

[FOR SURVEY PURPOSES ONLY]

36. Change Someone's Behavior through Persuasion

Be able to persuade someone to do something he or she is not inclined to do, or to cease doing something which is annoying to you.

37. Describe Habitual Actions in the Past

Be able to describe people, places or things in the past, such as the work schedule you used to have or leisure activities you used to do.

38. Compare and Contrast Two Objects or Places

Be able to compare and contrast two objects, places, or customs.

STEP 4 ADDITIONAL COMMENTS

Please use the space provided in the three WRITE-IN AREAS on the back of the survey response sheet for any additional comments you wish to make regarding the oral language functions to be included on the TOPT-French.

STEP 5 RETURNING THE SURVEY

Unfold the enclosed pre-addressed, stamped envelope. Insert the blue and white machine-readable survey response sheet into the envelope, being careful not to fold it. Return the machine-readable survey response sheet only as soon as possible, but postmarked no later than **MAY 4, 1990**, to:

Mr. Dorry Kenyon
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037

Thank you for your participation in this survey.

RETURN BY MAY 4, 1990

D NUMBER									SPECIAL CODES						
									A	B	C	D	E	F	G
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

TOPT Job-Relatedness Survey

French Language Teaching

Definitely No E

Probably No D

Maybe C

Probably Yes B

Definitely Yes A

1. Introduce Yourself------------------------------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2. Explain a Familiar, Simple Process----------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3. Describe a Sequence of Events in the Past---------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4. Propose & Defend a Course of Action with Persuasion>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5. Describe Typical Routines-------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6. Make Purchases------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7. Talk About Personal Activities--------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8. Hypothesize About an Impersonal Topic-------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9. Talk About Family Members-------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10. Give a Brief, Organized Factual Summary------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
11. State Personal Point of View (Controversial Subject)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12. Describe Expected Future Events------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13. Explain a Complex Process in Detail---------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14. Order a Meal--------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15. Express Personal Apologies------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16. Give Advice-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17. Hypothesize About a Personal Situation------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18. Describe Your Daily Routine------------------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19. Give Instructions---------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20. Give a Brief Personal History---------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
21. State Advantages and Disadvantages----------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
22. Support Opinions----------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
23. Describe Health Problems--------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
24. Discuss a Professional Topic----------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
25. Describe a Complex Object in Detail---------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
26. Lodge a Complaint---------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
27. Talk About Your Future Plans----------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
28. Give a Professional Talk--------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
29. Make Arrangements for Future Activities------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
30. Evaluate Issues Surrounding a Conflict------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
31. Give Directions------------------------------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
32. Describe a Place----------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
33. Explain a Complex Process of a Personal Nature ---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
34. Hypothesize About Probable Outcomes --------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
35. Correct an Unexpected Situation-------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
36. Change Someone's Behavior through Persuasion------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
37. Describe Habitual Actions in the Past-------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
38. Compare and Contrast Two Objects or Places--------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

Texas Oral Proficiency Test (TOPT)
Spanish Language Teachers

JOB-RELATEDNESS SURVEY

RETURN BY MAY 4, 1990

INTRODUCTION

The Texas Education Agency is developing a test of oral proficiency in Spanish which will be required of individuals seeking secondary certification as a Spanish language teacher or an elementary specialization in Spanish. The Texas Oral Proficiency Test in Spanish (TOPT-Spanish) will be a tape-mediated test. From a master tape and via a test booklet, examinees will be presented with approximately twenty speaking tasks. These tasks will allow them to demonstrate their ability to speak Spanish. Successful performance of these tasks requires various levels of Spanish speaking ability; some are fairly easy to perform, while others are considerably more challenging. The examinees' responses will be recorded on examinee response tapes. After examinees complete the test, their performance, as recorded on the tapes, will be scored by trained raters.

This survey presents you with 38 speaking tasks, such as may appear on the TOPT-Spanish. For each task, you are to indicate whether, in your professional opinion, Spanish language teachers need to have the **ABILITY** to carry out this task in order to perform successfully in Spanish language classrooms in the state of Texas. Note that the question is not whether Spanish language teachers need to carry out the task in the classroom, but whether Spanish language teachers need the level of ability necessary to carry out the task.

You are one of a sample of Texas Spanish language teachers selected to receive this survey. The results will assist the TEA in determining the level of speaking skills in Spanish needed by Spanish language teachers in Texas. Your responses are important and your assistance to the TEA is appreciated.

DIRECTIONS

Your survey packet contains: this survey booklet, a blue and white machine-readable survey response sheet, and a stamped, pre-addressed return envelope. Note that data for this survey are being collected with machine-readable response sheets. Please do not fold the survey response sheets.

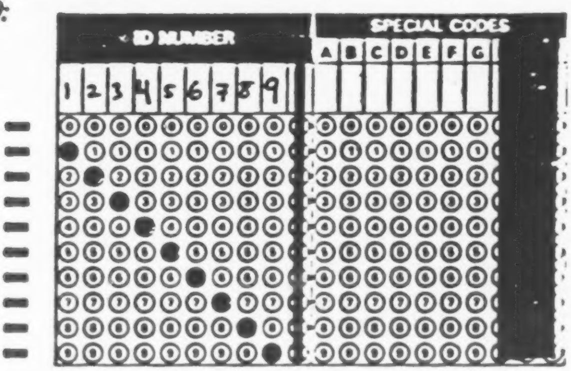
There are five steps to completing this survey. Follow all directions carefully and use a No. 2 pencil. It is estimated that this survey will require 15 to 20 minutes to complete.

STEP 1 ID NUMBER

Please write your social security number in the boxes in the area entitled ID NUMBER on the top left-hand corner of the machine-readable survey response sheet. Then fill in the circle corresponding to the number in each box. NOTE: Your social security number will only be used for data processing purposes and will not be used to identify any individual respondent to this survey.

EXAMPLE

This is what your response sheet would look like if your social security number were 123-45-6789:

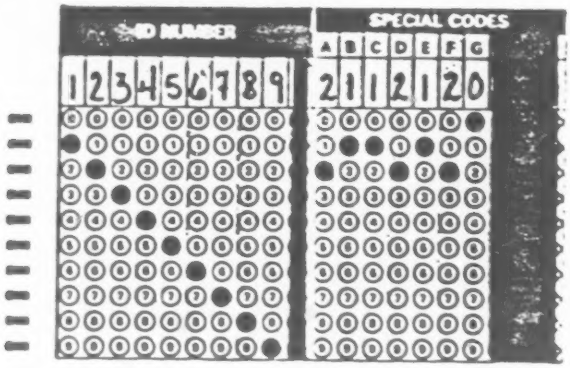

ID NUMBER
SPECIAL CODES
A B C D E F G
1 2 3 4 5 6 7 8 9

STEP 2 DEMOGRAPHIC INFORMATION

For demographic purposes, please answer each lettered question presented on the next page in the box labeled DEMOGRAPHIC INFORMATION. Write your answer in the area entitled SPECIAL CODES on the top left-hand corner of the response sheet. For each lettered question (A through G), write the number of your answer in the block on the answer sheet. Then fill in the circle corresponding to the number of your answer.

EXAMPLE

This is what your response sheet would look like if you were a high school teacher (Question A) with a secondary Spanish certificate (Question B) and between 3 and 5 years of experience (Question C), etc.:


ID NUMBER
SPECIAL CODES
A B C D E F G
1 2 3 4 5 6 7 8 9
2 1 1 2 1 2 0

DEMOGRAPHIC INFORMATION

A. What is your current level of assignment?

(0) Elementary
(1) Junior High or Middle School
(2) High School
(3) Other

B. What certificate or endorsement do you hold?

(0) Elementary certificate with Spanish specialization
(1) Secondary Spanish certificate
(2) Both of the above
(3) None of the above

C. How many years of Spanish language teaching experience do you have?

(0) 1-2 years
(1) 3-5 years
(2) 6-10 years
(3) 11-15 years
(4) 16-19 years
(5) 20 or more years

D. What levels of Spanish language classes have you taught during the past three years?

(0) All beginning (first and second year) classes
(1) Mostly beginning classes, some advanced (third year and beyond) classes
(2) About half beginning, half advanced classes
(3) Mostly advanced classes, some beginning classes
(4) All advanced classes

E. What is the highest degree that you hold?

(0) No degree
(1) Bachelor's
(2) Master's
(3) Doctorate

F. What is your ethnic group?

(0) Hispanic
(1) Black
(2) White
(3) Other

G. What is your sex?

(0) Male
(1) Female

STEP 3 RESPONSES TO SPEAKING TASKS

Listed on the survey response sheet is a series of speaking tasks requiring various degrees of language ability to perform. For each task, indicate whether, in your professional opinion, Spanish language teachers need to have the language ability necessary to carry out the task in order to perform successfully in the Spanish language classroom. In other words, for each task, ask yourself:

Is the level of ability
required to perform this task
needed by Spanish language teachers
in Texas public schools?

Important: The question is NOT "Do Spanish teachers need to carry out this task in the classroom?" Rather, the question is "Do Spanish language teachers need to have the Spanish language ability to carry out this task?"

Fill in the letter that represents your response to this question in the appropriate column on the response sheet. The columns are as follows:

A = Definitely Yes
B = Probably Yes
C = Maybe
D = Probably No
E = Definitely No

Following the examples below are detailed descriptions of the speaking tasks. Be sure to read them before making your response.

EXAMPLES

Here are two example with responses completed for you:

Example A

Extend an Invitation

Be able to politely invite someone to your home for a party or other social function.

If, in your opinion, Spanish language teachers should **definitely** *have the* **level of ability** *required to perform this speaking task (independent of whether they would need to do the task in the classroom), then you would darken circle "A" in the first column of the response sheet.*

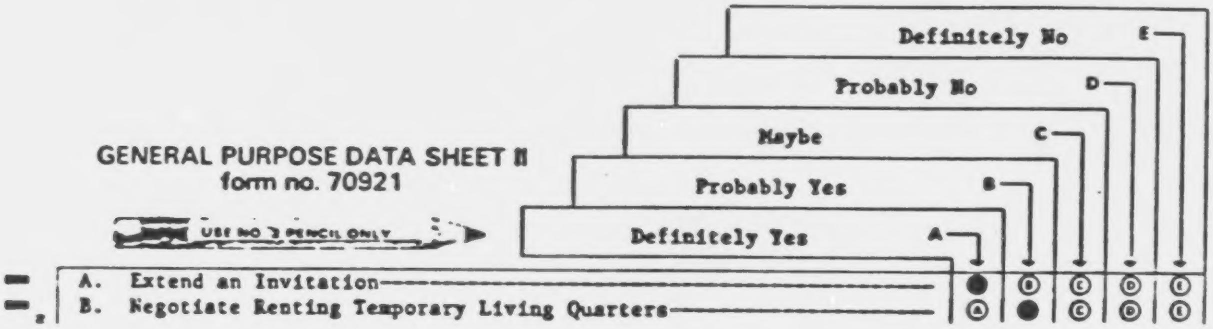
Example B

Negotiate Renting Temporary Living Quarters

Be able to negotiate a rental agreement with a landlord, ask questions about what is included in the rent, and ask for clarification of the rental agreement.

If, in your opinion, Spanish language teachers should **probably** *have the* **level of ability** *required to perform this speaking task (independent of whether they would need to do the task in the classroom), then you would darken circle "B" in the second column of the response sheet.*

If you made the above two responses to the example tasks, your survey response sheet would look like this:



GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO 2 PENCIL ONLY

	Definitely Yes	Probably Yes	Maybe	Probably No	Definitely No
	A	B	C	D	E
A. Extend an Invitation	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
B. Negotiate Renting Temporary Living Quarters	Ⓐ	●	Ⓒ	Ⓓ	Ⓔ

Now please make your response for each of the 38 speaking tasks listed on the following pages on the appropriate line of the survey response sheet. Remember to ask yourself, for each task:

Is the level of ability
required to perform this task
needed by Spanish language teachers
in Texas public schools?

SPEAKING TASKS

1. Introduce Yourself

   Be able to give your name and basic personal information such as would be given at a first meeting.

2. Explain a Familiar, Simple Process

   Be able to explain how to accomplish everyday processes such as writing a check, borrowing a book from the library, or taking attendance in the classroom.

3. Describe a Sequence of Events in the Past

   Be able to use and sequence language indicating past time in order to narrate an event or incident which occurred recently.

4. Propose and Defend a Course of Action with Persuasion

   In light of at least two possible choices of action, be able to propose and defend a course of action in such a way as to persuade others to accept your choice.

5. Describe Typical Routines

   Be able to use and sequence language indicating present or habitual time in order to narrate recurring events or routines, everyday activities, etc.

6. Make Purchases

   Be able to request items, discuss prices, and handle currency in a situation involving a purchase.

7. Talk About Personal Activities

   Be able to talk about your leisure activities, favorite pastimes, and preferred hobbies.

8. Hypothesize About an Impersonal Topic

   Be able to discuss various possibilities ("what if" situations) surrounding an abstract, impersonal topic.

[FOR SURVEY PURPOSES ONLY]

9. Talk About Family Members

Be able to give the names of the members of your family and simple descriptive information, such as their occupations and physical characteristics.

10. Give a Brief, Organized Factual Summary

Be able to summarize in an "oral report" fashion factual information about topics of a personal or professional nature.

11. State Your Personal Point of View on a Controversial Subject

Be able to state what you believe on a controversial subject and why you hold those beliefs.

12. Describe Expected Future Events

Be able to use and sequence language indicating future time in order to narrate expected occurrences of a personal nature, such as a planned trip or activity.

13. Explain a Complex Process in Detail

Be able to explain in detail a non-routine process of an impersonal nature, such as how to carry out a scientific investigation or how to write a term paper.

14. Order a Meal

Be able to ask questions about menu items, order food, and ask for and settle a bill.

15. Express Personal Apologies

Be able to apologize clearly and appropriately to an offended party.

16. Give Advice

Be able to give advice to someone faced with making a decision between two or more choices, giving supporting reasons for the advice given.

17. Hypothesize About a Personal Situation

Be able to say what you would do in a hypothetical situation.

[FOR SURVEY PURPOSES ONLY]

18. Describe Your Daily Routine

Be able to narrate your typical daily activities.

19. Give Instructions

Be able to give instructions and explain the steps involved in carrying out an activity.

20. Give a Brief Personal History

Be able to talk about your personal background.

21. State Advantages and Disadvantages

Be able to state the advantages and disadvantages of a situation (such as living in a big city), a decision (such as going to college), or an object that has affected society (such as the computer).

22. Support Opinions

Be able to state, support and defend a personally-held opinion or belief about an issue.

23. Describe Health Problems

Be able to describe health problems or conditions.

24. Discuss a Professional Topic

Be able to discuss at length and in detail a topic of professional interest.

25. Describe a Complex Object in Detail

Be able to describe a complex object such as a car or bicycle in detail and with precise vocabulary.

26. Lodge a Complaint

Be able to lodge a complaint, giving the reasons for and details behind the complaint.

[FOR SURVEY PURPOSES ONLY]

27. Talk About Your Future Plans

Be able to state and describe your personal or professional plans, goals and ambitions.

28. Give a Professional Talk

Be able to present a talk on a topic of professional interest.

29. Make Arrangements for Future Activities

Be able to inquire about and to make arrangements for future activities, and to set the date, time and place.

30. Evaluate Issues Surrounding a Conflict

Be able to present arguments on both sides of a familiar issue or topic and evaluate their relative merits.

31. Give Directions

Be able to give directions on how to get from one place to another.

32. Describe a Place

Be able to describe in detail a particular place, such as a school, a store, or a park.

33. Explain a Complex Process of a Personal Nature

Be able to describe and explain in detail a non-routine process such as how to get a job, or how to apply to college.

34. Hypothesize About Probable Outcomes

Be able to discuss what could happen if something unexpected occurs.

35. Correct an Unexpected Situation

Be able to handle an unexpected outcome, such as receiving faulty merchandise.

[FOR SURVEY PURPOSES ONLY]

36. Change Someone's Behavior through Persuasion

Be able to persuade someone to do something he or she is not inclined to do, or to cease doing something which is annoying to you.

37. Describe Habitual Actions in the Past

Be able to describe people, places or things in the past, such as the work schedule you used to have or leisure activities you used to do.

38. Compare and Contrast Two Objects or Places

Be able to compare and contrast two objects, places, or customs.

STEP 4 ADDITIONAL COMMENTS

Please use the space provided in the three WRITE-IN AREAS on the back of the survey response sheet for any additional comments you wish to make regarding the oral language functions to be included on the TOPT-Spanish.

STEP 5 RETURNING THE SURVEY

Unfold the enclosed pre-addressed, stamped envelope. Insert the blue and white machine-readable survey response sheet into the envelope, being careful not to fold it. Return the machine-readable survey response sheet only as soon as possible, but postmarked no later than MAY 4, 1990, to:

Mr. Dorry Kenyon
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037

Thank you for your participation in this survey.

RETURN BY MAY 4, 1990

D NUMBER									SPECIAL CODES A	B	C	D	E	F	G
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY ▶

TOPT Job-Relatedness Survey

Spanish Language Teaching

Definitely No E

Probably No D

Maybe C

Probably Yes B

Definitely Yes A

	A	B	C	D	E
1. Introduce Yourself-------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2. Explain a Familiar, Simple Process------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3. Describe a Sequence of Events in the Past----------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4. Propose & Defend a Course of Action with Persuasion>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5. Describe Typical Routines---------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6. Make Purchases-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7. Talk About Personal Activities---------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8. Hypothesize About an Impersonal Topic--------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9. Talk About Family Members---------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10. Give a Brief, Organized Factual Summary------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
11. State Personal Point of View (Controversial Subject)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12. Describe Expected Future Events-------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13. Explain a Complex Process in Detail---------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14. Order a Meal--->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15. Express Personal Apologies------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16. Give Advice--->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17. Hypothesize About a Personal Situation------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18. Describe Your Daily Routine------------------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19. Give Instructions-------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20. Give a Brief Personal History---------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
21. State Advantages and Disadvantages---------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
22. Support Opinions------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
23. Describe Health Problems--------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
24. Discuss a Professional Topic----------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
25. Describe a Complex Object in Detail---------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
26. Lodge a Complaint------------------------------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
27. Talk About Your Future Plans----------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
28. Give a Professional Talk---------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
29. Make Arrangements for Future Activities----------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
30. Evaluate Issues Surrounding a Conflict------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
31. Give Directions--------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
32. Describe a Place-------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
33. Explain a Complex Process of a Personal Nature ---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
34. Hypothesize About Probable Outcomes --------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
35. Correct an Unexpected Situation-------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
36. Change Someone's Behavior through Persuasion------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
37. Describe Habitual Actions in the Past-------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
38. Compare and Contrast Two Objects or Places--------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

Texas Oral Proficiency Test (TOPT)
Bilingual Education Teachers

JOB-RELATEDNESS SURVEY

RETURN BY MAY 4, 1990

INTRODUCTION

The Texas Education Agency is developing a test of oral proficiency in Spanish which will be required of individuals seeking a certificate or an endorsement for bilingual education. The Texas Oral Proficiency Test in Spanish (TOPT-Spanish) will be a tape-mediated test. From a master tape and via a test booklet, examinees will be presented with approximately twenty speaking tasks. These tasks will allow them to demonstrate their ability to speak Spanish. Successful performance of these tasks requires various levels of Spanish speaking ability; some are fairly easy to perform, while others are considerably more challenging. The examinees' responses will be recorded on examinee response tapes. After examinees complete the test, their performance, as recorded on the tapes, will be scored by trained raters.

This survey presents you with 38 speaking tasks, such as may appear on the TOPT-Spanish. For each task, you are to indicate whether, in your professional opinion, bilingual education teachers need to have the **ABILITY** to carry out this task in order to perform successfully in bilingual education classrooms in the state of Texas. Note that the question is not whether bilingual education teachers need to carry out the task in the classroom, but whether bilingual education teachers need the level of ability necessary to carry out the task.

You are one of a sample of Texas bilingual education teachers selected to receive this survey. The results will assist the TEA in determining the level of speaking skills in Spanish needed by bilingual education teachers in Texas. Your responses are important and your assistance to the TEA is appreciated.

DIRECTIONS

Your survey packet contains: this survey booklet, a blue and white machine-readable survey response sheet, and a stamped, pre-addressed return envelope. Note that data for this survey are being collected with machine-readable response sheets. Please do not fold the survey response sheets.

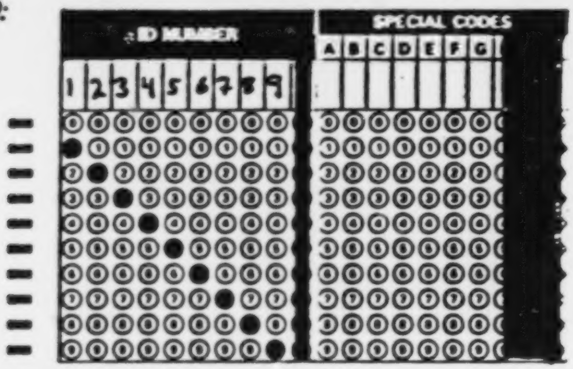
There are five steps to completing this survey. Follow all directions carefully and use a No. 2 pencil. It is estimated that this survey will require **15 to 20 minutes** to complete.

STEP 1 ID NUMBER

Please write your social security number in the boxes in the area entitled ID NUMBER on the top left-hand corner of the machine-readable survey response sheet. Then fill in the circle corresponding to the number in each box. NOTE: Your social security number will only be used for data processing purposes and will not be used to identify any individual respondent to this survey.

EXAMPLE

This is what your response sheet would look like if your social security number were 123-45-6789:

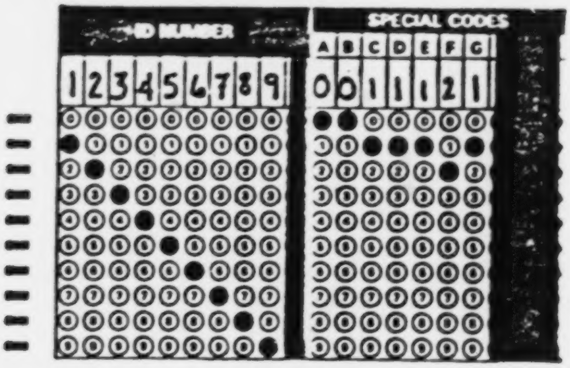


STEP 2 DEMOGRAPHIC INFORMATION

For demographic purposes, please answer each lettered question presented on the next page in the box labeled DEMOGRAPHIC INFORMATION. Write your answer in the area entitled SPECIAL CODES on the top left-hand corner of the response sheet. For each lettered question (A through G), write the number of your answer in the block on the answer sheet. Then fill in the circle corresponding to the number of your answer.

EXAMPLE

This is what your response sheet would look like if you were an elementary school teacher (Question A) with a certificate in bilingual education (Question B) and between 3 and 5 years of experience (Question C), etc.:



DEMOGRAPHIC INFORMATION

A. What is your current level of assignment?

(0) Elementary
(1) Junior High or Middle School
(2) High School
(3) Other

B. Do you hold a certificate or endorsement in bilingual education?

(0) Yes
(1) No

C. How many years of bilingual education teaching experience do you have?

(0) 1-2 years
(1) 3-5 years
(2) 6-10 years
(3) 11-15 years
(4) 16-19 years
(5) 20 or more years

D. What levels of bilingual classes have you taught during the past three years? (select only one)

(0) Early Childhood
(1) Grades 1-3
(2) Grades 4-6

E. What is the highest degree that you hold?

(0) No degree
(1) Bachelor's
(2) Master's
(3) Doctorate

F. What is your ethnic group?

(0) Hispanic
(1) Black
(2) White
(3) Other

G. What is your sex?

(0) Male
(1) Female

STEP 3 RESPONSES TO SPEAKING TASKS

Listed on the survey response sheet is a series of speaking tasks requiring various degrees of language ability to perform. For each task, indicate whether, in your professional opinion, bilingual education teachers need to have the language ability necessary to carry out the task in order to perform successfully in a bilingual classroom. In other words, for each task, ask yourself:

> **Is the level of ability**
> required to perform this task
> needed by bilingual education teachers
> in Texas public schools?

Important: The question is NOT "Do bilingual teachers need to carry out this task in the classroom?" Rather, the question is "Do bilingual education teachers need to have the Spanish language ability to carry out this task?"

Fill in the letter that represents your response to this question in the appropriate column on the response sheet. The columns are as follows:

A = Definitely Yes
B = Probably Yes
C = Maybe
D = Probably No
E = Definitely No

Following the examples below are detailed descriptions of the speaking tasks. Be sure to read them before making your response.

EXAMPLES

Here are two example tasks with responses completed for you:

Example A

Extend an Invitation

Be able to politely invite someone to your home for a party or other social function.

If, in your opinion, bilingual education teachers should definitely have the level of ability required to perform this speaking task (independent of whether they would need to do the task in the classroom), then you would darken circle "A" in the first column of the response sheet.

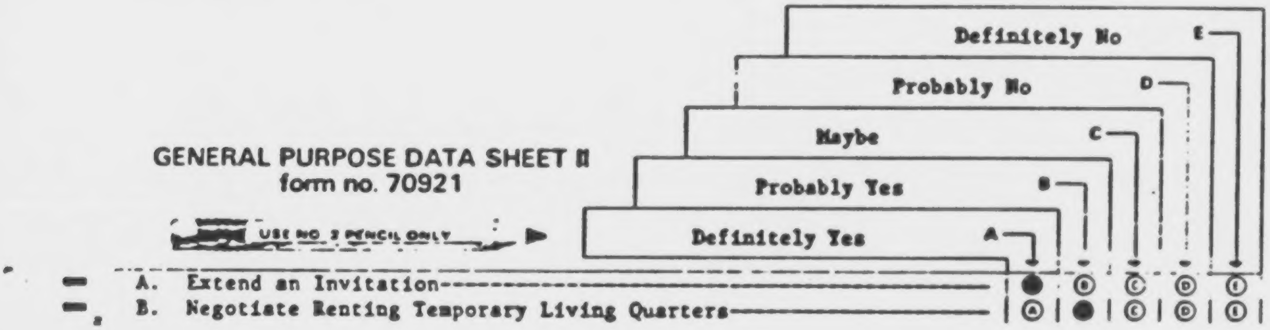
Example B

Negotiate Renting Temporary Living Quarters

Be able to negotiate a rental agreement with a landlord, ask questions about what is included in the rent, and ask for clarification of the rental agreement.

If, in your opinion, bilingual education teachers should **probably** *have the* **level of ability** *required to perform this speaking task (independent of whether they would need to do the task in the classroom), then you would darken circle "B" in the second column of the response sheet.*

If you made the above two responses to the example tasks, your survey response sheet would look like this:



GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

	Definitely Yes A	Probably Yes B	Maybe C	Probably No D	Definitely No E
A. Extend an Invitation	●	Ⓑ	Ⓒ	Ⓓ	Ⓔ
B. Negotiate Renting Temporary Living Quarters	Ⓐ	●	Ⓒ	Ⓓ	Ⓔ

Now please make your response for each of the 38 speaking tasks listed on the following pages on the appropriate line of the survey response sheet. Remember to ask yourself, for each task:

Is the **level of ability**
required to perform this task
needed by bilingual education teachers
in Texas public schools?

SPEAKING TASKS

1. Introduce Yourself

   Be able to give your name and basic personal information such as would be given at a first meeting.

2. Explain a Familiar, Simple Process

   Be able to explain how to accomplish everyday processes such as writing a check, borrowing a book from the library, or taking attendance in the classroom.

3. Describe a Sequence of Events in the Past

   Be able to use and sequence language indicating past time in order to narrate an event or incident which occurred recently.

4. Propose and Defend a Course of Action with Persuasion

   In light of at least two possible choices of action, be able to propose and defend a course of action in such a way as to persuade others to accept your choice.

5. Describe Typical Routines

   Be able to use and sequence language indicating present or habitual time in order to narrate recurring events or routines, everyday activities, etc.

6. Make Purchases

   Be able to request items, discuss prices, and handle currency in a situation involving a purchase.

7. Talk About Personal Activities

   Be able to talk about your leisure activities, favorite pastimes, and preferred hobbies.

8. Hypothesize About an Impersonal Topic

   Be able to discuss various possibilities ("what if" situations) surrounding an abstract, impersonal topic.

[FOR SURVEY PURPOSES ONLY]

9. Talk About Family Members

Be able to give the names of the members of your family and simple descriptive information, such as their occupations and physical characteristics.

10. Give a Brief, Organized Factual Summary

Be able to summarize in an "oral report" fashion factual information about topics of a personal or professional nature.

11. State Your Personal Point of View on a Controversial Subject

Be able to state what you believe on a controversial subject and why you hold those beliefs.

12. Describe Expected Future Events

Be able to use and sequence language indicating future time in order to narrate expected occurrences of a personal nature, such as a planned trip or activity.

13. Explain a Complex Process in Detail

Be able to explain in detail a non-routine process of an impersonal nature, such as how to carry out a scientific investigation or how to write a term paper.

14. Order a Meal

Be able to ask questions about menu items, order food, and ask for and settle a bill.

15. Express Personal Apologies

Be able to apologize clearly and appropriately to an offended party.

16. Give Advice

Be able to give advice to someone faced with making a decision between two or more choices, giving supporting reasons for the advice given.

17. Hypothesize About a Personal Situation

Be able to say what you would do in a hypothetical situation.

[FOR SURVEY PURPOSES ONLY]

18. Describe Your Daily Routine

Be able to narrate your typical daily activities.

19. Give Instructions

Be able to give instructions and explain the steps involved in carrying out an activity.

20. Give a Brief Personal History

Be able to talk about your personal background.

21. State Advantages and Disadvantages

Be able to state the advantages and disadvantages of a situation (such as living in a big city), a decision (such as going to college), or an object that has affected society (such as the computer).

22. Support Opinions

Be able to state, support and defend a personally-held opinion or belief about an issue.

23. Describe Health Problems

Be able to describe health problems or conditions.

24. Discuss a Professional Topic

Be able to discuss at length and in detail a topic of professional interest.

25. Describe a Complex Object in Detail

Be able to describe a complex object such as a car or bicycle in detail and with precise vocabulary.

26. Lodge a Complaint

Be able to lodge a complaint, giving the reasons for and details behind the complaint.

[FOR SURVEY PURPOSES ONLY]

27. Talk About Your Future Plans

Be able to state and describe your personal or professional plans, goals and ambitions.

28. Give a Professional Talk

Be able to present a talk on a topic of professional interest.

29. Make Arrangements for Future Activities

Be able to inquire about and to make arrangements for future activities, and to set the date, time and place.

30. Evaluate Issues Surrounding a Conflict

Be able to present arguments on both sides of a familiar issue or topic and evaluate their relative merits.

31. Give Directions

Be able to give directions on how to get from one place to another.

32. Describe a Place

Be able to describe in detail a particular place, such as a school, a store, or a park.

33. Explain a Complex Process of a Personal Nature

Be able to describe and explain in detail a non-routine process such as how to get a job, or how to apply to college.

34. Hypothesize About Probable Outcomes

Be able to discuss what could happen if something unexpected occurs.

35. Correct an Unexpected Situation

Be able to handle an unexpected outcome, such as receiving faulty merchandise.

[FOR SURVEY PURPOSES ONLY]

36. Change Someone's Behavior through Persuasion

Be able to persuade someone to do something he or she is not inclined to do, or to cease doing something which is annoying to you.

37. Describe Habitual Actions in the Past

Be able to describe people, places or things in the past, such as the work schedule you used to have or leisure activities you used to do.

38. Compare and Contrast Two Objects or Places

Be able to compare and contrast two objects, places, or customs.

STEP 4 ADDITIONAL COMMENTS

Please use the space provided in the three WRITE-IN AREAS on the back of the survey response sheet for any additional comments you wish to make regarding the oral language functions to be included on the TOPT-Spanish.

STEP 5 RETURNING THE SURVEY

Unfold the enclosed pre-addressed, stamped envelope. Insert the blue and white machine-readable survey response sheet into the envelope, being careful not to fold it. Return the machine-readable survey response sheet only as soon as possible, but postmarked no later than MAY 4, 1990, to:

Mr. Dorry Kenyon
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037

Thank you for your participation in this survey.

RETURN BY MAY 4, 1990

ID NUMBER								
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

SPECIAL CODES						
A	B	C	D	E	F	G
⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①
②	②	②	②	②	②	②
③	③	③	③	③	③	③
④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨

TOPT Job-Relatedness Survey

Bilingual Education

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY ▶

	Definitely Yes A	Probably Yes B	Maybe C	Probably No D	Definitely No E
1. Introduce Yourself---------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2. Explain a Familiar, Simple Process----------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3. Describe a Sequence of Events in the Past---------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4. Propose & Defend a Course of Action with Persuasion>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5. Describe Typical Routines-------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6. Make Purchases------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7. Talk About Personal Activities--------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8. Hypothesize About an Impersonal Topic-------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9. Talk About Family Members-------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10. Give a Brief, Organized Factual Summary------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
11. State Personal Point of View (Controversial Subject)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12. Describe Expected Future Events-------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13. Explain a Complex Process in Detail---------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14. Order a Meal--------------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15. Express Personal Apologies------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16. Give Advice-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17. Hypothesize About a Personal Situation------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18. Describe Your Daily Routine------------------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19. Give Instructions---------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20. Give a Brief Personal History---------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
21. State Advantages and Disadvantages----------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
22. Support Opinions----------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
23. Describe Health Problems--------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
24. Discuss a Professional Topic----------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
25. Describe a Complex Object in Detail---------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
26. Lodge a Complaint---------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
27. Talk About Your Future Plans----------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
28. Give a Professional Talk--------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
29. Make Arrangements for Future Activities------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
30. Evaluate Issues Surrounding a Conflict------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
31. Give Directions------------------------------------>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
32. Describe a Place----------------------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
33. Explain a Complex Process of a Personal Nature ---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
34. Hypothesize About Probable Outcomes --------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
35. Correct an Unexpected Situation------------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
36. Change Someone's Behavior through Persuasion------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
37. Describe Habitual Actions in the Past-------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
38. Compare and Contrast Two Objects or Places--------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

APPENDIX B

INVITATION TO EXAMINEES TO PARTICIPATE IN TRIALING

(Example from El Paso)

Please check your response, fill in all requested information, and mail no later than June 20, 1990.

PLEASE PRINT

Name: ______________________ Daytime phone: ____-____-____
S.S.#: ______________________ Home phone: ____-____-____
Address: ______________________
____
____

___ Yes, I will be able to participate in the preliminary administration of the TOPT.

Language (circle): French Spanish

Subject: French Language Spanish Language Bilingual Education

I can participate in the following administration of the test:

Date: ______________________
Location: ______________________
Time: ______________________

___ No, I will not be able to attend.

Center for Applied Linguistics
1118 22nd St., NW
Washington, DC 20037

Buffalo Bill Cody
USA 15

Mr. Dorry Kenyon
Center for Applied Linguistics
1118 22nd St., NW
Washington, DC 20037

^D

^F1^
^F3^
^F4^

Dear ^F2^:

Your school has identified you as a future Texas foreign language educator and has forwarded your name to us. We would like to invite you to participate in the development of an oral proficiency test for French, Spanish, and bilingual education teachers.

Beginning in the Spring of 1991, the state of Texas will require prospective teachers of French, Spanish, and bilingual education to demonstrate their speaking proficiency via the Texas Oral Proficiency Test (TOPT), now under development. You can contribute to the development of the TOPT by taking a preliminary form. In doing so, you will:

--have an opportunity to give feedback about the test, which will be considered in writing the final version

--become familiar with the test you may have to take for certification in Texas

--help ensure that future teachers (perhaps including yourself) will take a fair test

--help ensure high standards for foreign language and bilingual education teachers in Texas

Only 90 minutes of your time is required. During this time, you will take the test and complete a feedback questionnaire.

You may take the test at **UT-El Paso, Language Lab, Liberal Arts Building, Room 238, on Tuesday, June 26, 1990.** The test will begin at the following times:

9:30 a.m.	French
11:00 a.m.	Spanish
1:30 p.m.	French
3:00 p.m.	Spanish

Please indicate whether or not you plan to participate by completing the enclosed post card and sending it to the Center for Applied Linguistics. This card must be sent **no later than June 20, 1990.**

Remember, the results of this test administration will not be used to evaluate your language proficiency. They will be used only to refine the final version of the test. Your participation is essential to ensure that the TOPT provides all examinees with an opportunity to accurately demonstrate their current ability to speak French or Spanish. We hope you will contribute to make the test a success.

Sincerely,

Dorry Kenyon
Project Coordinator

YOU ARE INVITED

to participate in the development of an oral proficiency test for French, Spanish, and bilingual education teachers.

Beginning in the Spring of 1991, the state of Texas will require prospective teachers of French, Spanish, and bilingual education to demonstrate their speaking proficiency via the Texas Oral Proficiency Test (TOPT), now under development. You can contribute to the development of the TOPT by taking a preliminary form. In doing so, you will:

- have an opportunity to give feedback about the test, which will be considered in producing the final version
- become familiar with the test you may have to take for certification in Texas
- help ensure that future teachers (perhaps including yourself) will take a fair test
- help ensure high standards for foreign language and bilingual education teachers in Texas

Only 90 minutes of your time is required. During this time, you will take the test and complete a feedback questionnaire.

You may take the test at **UT-El Paso, Language Lab, Liberal Arts Building, Room 238, on Tuesday, June 26, 1990.** The test will begin at the following times:

9:30 a.m.	French
11:00 a.m.	Spanish
1:30 p.m.	French
3:00 p.m.	Spanish

If you can participate, please give your name, social security number, and time you plan to take the test to your teacher. Your teacher will then give you a post card for you to complete and send to the Center for Applied Linguistics. This card must be sent **no later than June 20, 1990.**

Remember, the results of the test will not be used to evaluate your language proficiency. They will be used only to refine the final version of the test. Your participation is essential to ensure that the TOPT provides all examinees with an opportunity to accurately demonstrate their current ability to speak French or Spanish. We hope you will contribute to this effort.

APPENDIX C

DESCRIPTION OF TOPT TRIALING EXAMINEES

(By Language and Form)

```
                Trialing: Descriptive Stats/French by Form

----------------------------- TOPT Form=Form A -----------------------------

                              Trialing Site

                                               Cumulative  Cumulative
               CITY    Frequency   Percent      Frequency    Percent
             -----------------------------------------------------
             Austin           3       30.0             3       30.0
             Arlgton          3       30.0             6       60.0
             Hurst            3       30.0             9       90.0
             Houston          1       10.0            10      100.0


                              Current Status

                                               Cumulative  Cumulative
             STATUS    Frequency   Percent      Frequency    Percent
             -----------------------------------------------------
             In-Serv          4       44.4             4       44.4
             Other            5       55.6             9      100.0

                          Frequency Missing = 1


                              Certification

                                               Cumulative  Cumulative
               CERT    Frequency   Percent      Frequency    Percent
             -----------------------------------------------------
             Sec Fren         4       44.4             4       44.4
             Sec Span         1       11.1             5       55.6
             Fr & Sp          1       11.1             6       66.7
             Other            3       33.3             9      100.0

                          Frequency Missing = 1
```

```
                 Trialing: Descriptive Stats/French by Form

-------------------------- TOPT Form=Form A ------------------------------

                              Ethnicity

                                             Cumulative  Cumulative
          ETHNIC    Frequency     Percent     Frequency    Percent
          -----------------------------------------------------------
          Black            1        10.0             1       10.0
          Other            2        20.0             3       30.0
          White            7        70.0            10      100.0



                                 Sex

                                             Cumulative  Cumulative
          SEX       Frequency     Percent     Frequency    Percent
          -----------------------------------------------------------
          Female           8        80.0             8       80.0
          Male             2        20.0            10      100.0



                             Self Rating

                                               Cumulative  Cumulative
         SELFRATE     Frequency     Percent     Frequency    Percent
         ------------------------------------------------------------
         High-Sup            1        11.1             1       11.1
         Adv+                3        33.3             4       44.4
         Adv                 1        11.1             5       55.6
         Int-H               3        33.3             8       88.9
         Int-L/M             1        11.1             9      100.0

                        Frequency Missing = 1
                 Trialing: Descriptive Stats/French by Form

----------------------------- TOPT Form=Form B ------------------------------

                              Trialing Site

                                           Cumulative  Cumulative
          CITY    Frequency     Percent     Frequency    Percent
        ------------------------------------------------------
        Arlgton          8        80.0             8       80.0
        Hurst            2        20.0            10      100.0



                              Current Status

                                           Cumulative  Cumulative
        STATUS    Frequency     Percent     Frequency    Percent
        ------------------------------------------------------
        Pre-Serv         3        30.0             3       30.0
        In-Serv          5        50.0             8       80.0
        Other            2        20.0            10      100.0



                              Certification

                                           Cumulative  Cumulative
          CERT    Frequency     Percent     Frequency    Percent
        ------------------------------------------------------
        El Fren          1        10.0             1       10.0
        Sec Fren         6        60.0             7       70.0
        Fr & Sp          1        10.0             8       80.0
        Other            2        20.0            10      100.0



                                Ethnicity

                                           Cumulative  Cumulative
         ETHNIC   Frequency     Percent     Frequency    Percent
         ------------------------------------------------------
         Other           1        10.0             1       10.0
         White           9        90.0            10      100.0
```

```
                  Trialing: Descriptive Stats/French by Form

----------------------------- TOPT Form=Form B -----------------------------

                                    Sex

                                            Cumulative  Cumulative
           SEX        Frequency   Percent    Frequency    Percent
           ----------------------------------------------------------
           Female             9      90.0            9       90.0
           Male               1      10.0           10      100.0


                                Self Rating

                                             Cumulative  Cumulative
          SELFRATE     Frequency   Percent    Frequency    Percent
          ----------------------------------------------------------
          Sup                  2      20.0            2       20.0
          Adv+                 3      30.0            5       50.0
          Adv                  1      10.0            6       60.0
          Int-H                3      30.0            9       90.0
          Int-L/M              1      10.0           10      100.0
```

```
                 Trialing: Descriptive Stats/French by Form

---------------------------- TOPT Form=Form C ------------------------------

                              Trialing Site

                                          Cumulative  Cumulative
       CITY   Frequency     Percent   Frequency    Percent
      ------------------------------------------------------
      Arlgton          2      20.0           2        20.0
      Hurst            5      50.0           7        70.0
      Edinburg         3      30.0          10       100.0



                              Current Status

                                          Cumulative  Cumulative
     STATUS   Frequency     Percent   Frequency    Percent
      ------------------------------------------------------
      Pre-Serv         2      20.0           2        20.0
      In-Serv          2      20.0           4        40.0
      Other            6      60.0          10       100.0



                              Certification

                                          Cumulative  Cumulative
       CERT   Frequency     Percent   Frequency    Percent
      ------------------------------------------------------
      Sec Fren         3      30.0           3        30.0
      Fr & Sp          2      20.0           5        50.0
      Other            5      50.0          10       100.0



                                Ethnicity

                                         Cumulative  Cumulative
       ETHNIC   Frequency     Percent   Frequency    Percent
       ------------------------------------------------------
       Hispan          2      20.0           2        20.0
       Other           1      10.0           3        30.0
       White           7      70.0          10       100.0
```

```
                  Trialing: Descriptive Stats/French by Form

--------------------------- TOPT Form=Form C ------------------------------

                                    Sex

                                            Cumulative  Cumulative
          SEX       Frequency     Percent    Frequency    Percent
          ----------------------------------------------------------
          Female            9        90.0            9       90.0
          Male              1        10.0           10      100.0


                                Self Rating

                                            Cumulative  Cumulative
         SELFRATE    Frequency     Percent    Frequency    Percent
         -----------------------------------------------------------
         High-Sup            1        10.0            1       10.0
         Sup                 1        10.0            2       20.0
         Adv+                2        20.0            4       40.0
         Adv                 1        10.0            5       50.0
         Int-H               4        40.0            9       90.0
         Int-L/M             1        10.0           10      100.0
```

```
                 Trialing: Descriptive Stats/French by Form

----------------------------- TOPT Form=Form D -----------------------------

                              Trialing Site

                                          Cumulative  Cumulative
            CITY    Frequency   Percent   Frequency    Percent
           ------------------------------------------------------
           Arlgton         4      36.4           4        36.4
           Hurst           5      45.5           9        81.8
           San Ant         2      18.2          11       100.0



                              Current Status

                                          Cumulative  Cumulative
          STATUS    Frequency   Percent   Frequency    Percent
           ------------------------------------------------------
           Pre-Serv        1       9.1           1         9.1
           In-Serv         4      36.4           5        45.5
           Other           6      54.5          11       100.0



                              Certification

                                          Cumulative  Cumulative
            CERT    Frequency   Percent   Frequency    Percent
           ------------------------------------------------------
           Sec Fren        3      27.3           3        27.3
           Sec Span        1       9.1           4        36.4
           Fr & Sp         3      27.3           7        63.6
           Other           4      36.4          11       100.0



                                Ethnicity

                                         Cumulative  Cumulative
           ETHNIC    Frequency   Percent   Frequency    Percent
           -----------------------------------------------------
           Hispan           1       9.1           1         9.1
           Other            1       9.1           2        18.2
           White            9      81.8          11       100.0
```

```
                Trialing: Descriptive Stats/French by Form

----------------------------- TOPT Form=Form D ------------------------------

                                   Sex

                                          Cumulative  Cumulative
          SEX       Frequency   Percent   Frequency    Percent
          ----------------------------------------------------
          Female           8      72.7           8       72.7
          Male             3      27.3          11      100.0



                               Self Rating

                                           Cumulative  Cumulative
         SELFRATE    Frequency   Percent   Frequency    Percent
         -----------------------------------------------------
         Sup                3      27.3           3       27.3
         Adv+               2      18.2           5       45.5
         Adv                2      18.2           7       63.6
         Int-H              4      36.4          11      100.0
```

```
                 Trialing: Descriptive Stats/TOPT-Spanish by Form

----------------------------- TOPT Form=Form A ------------------------------

                                 Trialing Site

                                                 Cumulative  Cumulative
            CITY    Frequency     Percent     Frequency     Percent
          -------------------------------------------------------------
          El Paso             3       11.5             3        11.5
          Austin              8       30.8            11        42.3
          Hurst               2        7.7            13        50.0
          Edinburg           11       42.3            24        92.3
          Houston             2        7.7            26       100.0



                                 Current Status

                                                 Cumulative  Cumulative
          STATUS    Frequency     Percent     Frequency     Percent
          -------------------------------------------------------------
          Pre-Serv           14       56.0            14        56.0
          In-Serv             5       20.0            19        76.0
          Other               6       24.0            25       100.0

                             Frequency Missing = 1



                                 Certification

                                                 Cumulative  Cumulative
            CERT    Frequency     Percent     Frequency     Percent
          -------------------------------------------------------------
          El Span             2        8.0             2         8.0
          Sec Span            7       28.0             9        36.0
          Bil Ed             13       52.0            22        88.0
          Other               3       12.0            25       100.0

                             Frequency Missing = 1
```

Trialing: Descriptive Stats/TOPT-Spanish by Form

```
------------------------------ TOPT Form=Form A ------------------------------

                                   Ethnicity

                                                 Cumulative  Cumulative
          ETHNIC    Frequency     Percent     Frequency      Percent
          ----------------------------------------------------------
          Hispan          19        73.1             19         73.1
          White            7        26.9             26        100.0


                                      Sex

                                                 Cumulative  Cumulative
          SEX       Frequency     Percent     Frequency      Percent
          ----------------------------------------------------------
          Female          18        69.2             18         69.2
          Male             8        30.8             26        100.0


                                  Self Rating

                                                   Cumulative  Cumulative
         SELFRATE     Frequency     Percent     Frequency      Percent
         ------------------------------------------------------------
         High-Sup             1         3.8              1          3.8
         Sup                  2         7.7              3         11.5
         Adv+                14        53.8             17         65.4
         Adv                  5        19.2             22         84.6
         Int-H                3        11.5             25         96.2
         Int-L/M              1         3.8             26        100.0
```

```
                  Trialing: Descriptive Stats/TOPT-Spanish by Form

---------------------------- TOPT Form=Form B ------------------------------

                                Trialing Site

                                               Cumulative  Cumulative
                  CITY   Frequency   Percent   Frequency    Percent
                  -----------------------------------------------------
                  El Paso        3      10.7           3       10.7
                  Austin        10      35.7          13       46.4
                  Hurst          2       7.1          15       53.6
                  Edinburg      11      39.3          26       92.9
                  San Ant        1       3.6          27       96.4
                  Houston        1       3.6          28      100.0


                                Current Status

                                               Cumulative  Cumulative
                STATUS   Frequency   Percent   Frequency    Percent
                  -----------------------------------------------------
                  Pre-Serv      16      64.0          16       64.0
                  In-Serv        4      16.0          20       80.0
                  Other          5      20.0          25      100.0

                             Frequency Missing = 3


                                Certification

                                               Cumulative  Cumulative
                  CERT   Frequency   Percent   Frequency    Percent
                  -----------------------------------------------------
                  El Span        3      11.5           3       11.5
                  Sec Span       9      34.6          12       46.2
                  Bil Ed        11      42.3          23       88.5
                  Other          3      11.5          26      100.0

                             Frequency Missing = 2
```

```
              Trialing: Descriptive Stats/TOPT-Spanish by Form

------------------------------ TOPT Form=Form B ------------------------------

                                  Ethnicity

                                               Cumulative  Cumulative
            ETHNIC    Frequency     Percent     Frequency    Percent
            ----------------------------------------------------------
            Hispan          22        78.6            22        78.6
            White            6        21.4            28       100.0



                                     Sex

                                               Cumulative  Cumulative
            SEX       Frequency     Percent     Frequency    Percent
            ----------------------------------------------------------
            Female          20        71.4            20        71.4
            Male             8        28.6            28       100.0



                                 Self Rating

                                                 Cumulative  Cumulative
           SELFRATE   Frequency     Percent     Frequency    Percent
           ------------------------------------------------------------
           High-Sup          4        16.0             4        16.0
           Sup               6        24.0            10        40.0
           Adv+              8        32.0            18        72.0
           Adv               2         8.0            20        80.0
           Int-H             3        12.0            23        92.0
           Int-L/M           2         8.0            25       100.0

                             Frequency Missing = 3
```

```
             Trialing: Descriptive Stats/TOPT-Spanish by Form

------------------------------ TOPT Form=Form C ------------------------------

                           Trialing Site

                                       Cumulative  Cumulative
        CITY    Frequency    Percent    Frequency    Percent
      -------------------------------------------------------
      El Paso          2        5.3            2         5.3
      Austin           3        7.9            5        13.2
      Hurst            1        2.6            6        15.8
      Edinburg        15       39.5           21        55.3
      San Ant         14       36.8           35        92.1
      Houston          3        7.9           38       100.0


                          Current Status

                                       Cumulative  Cumulative
      STATUS    Frequency    Percent    Frequency    Percent
      -------------------------------------------------------
      Pre-Serv        28       73.7           28        73.7
      In-Serv          4       10.5           32        84.2
      Other            6       15.8           38       100.0


                           Certification

                                       Cumulative  Cumulative
        CERT    Frequency    Percent    Frequency    Percent
      -------------------------------------------------------
      El Span          4       10.5            4        10.5
      Sec Span         5       13.2            9        23.7
      Bil Ed          26       68.4           35        92.1
      Other            3        7.9           38       100.0
```

```
                Trialing: Descriptive Stats/TOPT-Spanish by Form

----------------------------- TOPT Form=Form C -----------------------------

                                 Ethnicity

                                              Cumulative  Cumulative
            ETHNIC   Frequency     Percent     Frequency    Percent
            -----------------------------------------------------
            Black            1        2.6             1        2.6
            Hispan          30       78.9            31       81.6
            White            7       18.4            38      100.0



                                    Sex

                                              Cumulative  Cumulative
            SEX      Frequency     Percent     Frequency    Percent
            -----------------------------------------------------
            Female          32       84.2            32       84.2
            Male             6       15.8            38      100.0



                                Self Rating

                                               Cumulative  Cumulative
           SELFRATE   Frequency     Percent     Frequency    Percent
           -------------------------------------------------------
           High-Sup           6       16.2             6       16.2
           Sup                7       18.9            13       35.1
           Adv+              10       27.0            23       62.2
           Adv                8       21.6            31       83.8
           Int-H              5       13.5            36       97.3
           Int-L/M            1        2.7            37      100.0

                          Frequency Missing = 1
                Trialing: Descriptive Stats/TOPT-Spanish by Form

----------------------------- TOPT Form=Form D -----------------------------

                             Trialing Site

                                            Cumulative  Cumulative
           CITY    Frequency     Percent     Frequency    Percent
        -----------------------------------------------------------
        El Paso            3        11.1             3       11.1
        Austin             4        14.8             7       25.9
        Hurst              4        14.8            11       40.7
        Edinburg          16        59.3            27      100.0


                             Current Status

                                            Cumulative  Cumulative
         STATUS    Frequency     Percent     Frequency    Percent
        -----------------------------------------------------------
        Pre-Serv          14        53.8            14       53.8
        In-Serv            6        23.1            20       76.9
        Other              6        23.1            26      100.0

                        Frequency Missing = 1


                             Certification

                                            Cumulative  Cumulative
           CERT    Frequency     Percent     Frequency    Percent
        -----------------------------------------------------------
        El Span            2         7.7             2        7.7
        Sec Span           5        19.2             7       26.9
        Bil Ed            16        61.5            23       88.5
        Other              3        11.5            26      100.0

                        Frequency Missing = 1
                Trialing: Descriptive Stats/TOPT-Spanish by Form

----------------------------- TOPT Form=Form D -----------------------------

                                 Ethnicity

                                          Cumulative  Cumulative
         ETHNIC    Frequency   Percent   Frequency    Percent
         ----------------------------------------------------
         Hispan          24      88.9          24        88.9
         White            3      11.1          27       100.0


                                    Sex

                                          Cumulative  Cumulative
         SEX       Frequency   Percent   Frequency    Percent
         ----------------------------------------------------
         Female          18      66.7          18        66.7
         Male             9      33.3          27       100.0


                                Self Rating

                                            Cumulative  Cumulative
        SELFRATE   Frequency   Percent     Frequency    Percent
        -------------------------------------------------------
        High-Sup           2       8.0            2         8.0
        Sup                5      20.0            7        28.0
        Adv+               8      32.0           15        60.0
        Adv                3      12.0           18        72.0
        Int-H              4      16.0           22        88.0
        Int-L/M            2       8.0           24        96.0
        Novice             1       4.0           25       100.0

                          Frequency Missing = 2
```

APPENDIX D

TOPT TRIALING EXAMINEE RESPONSE FORM (Part I): QUANTITATIVE DATA COLLECTION INSTRUMENT FOR BACKGROUND DEMOGRAPHIC INFORMATION AND ATTITUDES TOWARDS THE TEST AND ITS ITEMS

Texas Oral Proficiency Test (TOPT)
Trialing Feedback

Please do not write in this booklet!

INSTRUCTIONS

Thank you very much for participating in this trialing of the TOPT. Your comments on the test are valued and will be given full consideration in the test revision process before the TOPT is finalized. Your frank input on the test will help ensure that the final version of the TOPT is a fair test that allows all examinees to demonstrate their current ability to speak French or Spanish.

Your feedback on the test is being collected in two formats. The first (Part I) is through your responses to statements in this booklet. You will record your responses on the blue, machine-readable response sheet. The second (Part II) allows you to write your own comments in response to the issues raised in Part I. It also allows you to describe any concerns you have about the test. You will record your responses to this part in the white booklet.

IMPORTANT: In giving your feedback on the test, please remember that the purpose of the TOPT is to provide each candidate with the opportunity to demonstrate his or her current ability to speak French or Spanish. In other words, its purpose is to capture on tape a "snapshot" of one's ability to speak French or Spanish. Think about your own performance on the TOPT you just completed. Our goal in developing the TOPT is to ensure that a person listening to the tape containing your responses gets an accurate picture of your current ability to speak French or Spanish.

PART I. MACHINE-READABLE RESPONSE SHEET. (Use a No. 2 pencil to mark your responses.)

STEP 1 IDENTIFICATION

Please fill out the information requested in the upper right-hand corner of the blue machine-readable response sheet. Be sure to circle the language in which you took the TOPT (French or Spanish), the form of the TOPT you took (A, B, C, or D), and the subject area you are preparing to teach or are already teaching (French, Spanish, or bilingual education).

STEP 2 ID Number

Please write your social security number in the boxes in the area entitled ID NUMBER on the top left-hand corner of the machine-readable response sheet. Then fill in the circle corresponding to the number in each box.

Please do not write in this booklet!

STEP 3 BACKGROUND INFORMATION

For demographic purposes, please answer each lettered question presented on the next page in the box labeled BACKGROUND INFORMATION. Write your answer in the area entitled SPECIAL CODES on the top left-hand corner of the response sheet. For each lettered question (A through G), write the number of your answer in the block on the answer sheet. Then fill in the circle corresponding to the number of your answer.

Please do not write in this booklet!

BACKGROUND INFORMATION

A. For which language did you take the TOPT?

(0) French
(1) Spanish

B. Which form of the TOPT did you take?

(0) Form A
(1) Form B
(2) Form C
(3) Form D

C. In which city did you take the TOPT?

(0) El Paso
(1) Austin
(2) Arlington
(3) Hurst
(4) Edinburg
(5) San Antonio
(6) Houston

D. What is your current status in respect to teaching?

(0) Pre-service (not yet certified)
(1) In-service (certified in Texas and teaching in the classroom)
(2) Other

E. Which type of certification do you have or will you be seeking?

(0) Elementary certificate with French specialization
(1) Secondary French certificate
(2) Elementary certificate with Spanish specialization
(3) Secondary Spanish certificate
(4) Certificate or endorsement in bilingual education
(5) (1) and (3)
(6) Other

F. What is your ethnic group?

(0) Hispanic
(1) Black
(2) White
(3) Other

G. What is your sex?

(0) Male
(1) Female

STEP 4 SELF RATING

We would like you to describe your ability to speak French or Spanish. Below are seven descriptions of different levels of ability, ordered from high to low. In the box labeled "J" in the area entitled SPECIAL CODES on the machine-readable response sheet, please write in the number of the description below that most accurately represents your ability to speak French or Spanish. After you have written in your answer, fill in the circle corresponding to the number of your answer.

(0) I can speak the language about as well as a well-educated native speaker and can handle sophisticated language tasks such as public speaking, formal interpreting, etc.

(1) Using a standard or international form of the language, I can participate effectively and with ease in both formal and informal conversations on abstract and professional topics, as well as on practical and social topics. I can discuss my particular interests and fields of competence with ease.

(2) I can handle a broad variety of everyday, school, and work situations relating to my particular interests and fields of competence. I am usually, though not always, effective in supporting my opinions and explaining or describing things in detail.

(3) I can handle informal conversations successfully. That is, I can begin, continue, and bring to completion a wide variety of conversational tasks, including those involving a complication or those generated by an unforseen turn of events. Using general vocabulary, I can communicate facts and talk casually about topics of current public interest and of personal interest.

(4) I can handle most uncomplicated communication tasks and social situations. For example, I can discuss my background, interests, and leisure time activities. I have some ability, although limited, to converse on impersonal topics such as current events.

(5) I can handle very simple face-to-face conversations on familiar topics such as my family, the weather, food, clothing, etc. I can ask and answer simple questions, usually without difficulty.

(6) My ability to ask and answer questions is limited to the use of memorized utterances, although I occasionally speak in sentences.

Please do not write in this booklet!

STEP 5 RESPONSES TO STATEMENTS ABOUT THE TOPT

Listed below (and abbreviated on the blue machine-readable response sheet) are a number of statements about the individual items on the TOPT and on the test in general. For each statement, fill in the letter under the column that best reflects the degree to which you agree with the statement. The columns are as follows:

A = Strongly Agree
B = Agree
C = Agree and Disagree
D = Disagree
E = Strongly Disagree

Please feel free to use your test booklet to refresh your memory about the items as you respond to the statements.

Statements about individual items.

1. The opening conversation with the native speaker helped ease me into the testing situation.

2. In the opening conversation, the time allowed for making my responses was, in general, appropriate.

3. As a whole, I felt picture item #1 allowed me to give a response that reflects my current ability to speak the language.

4. The map for picture item #1 was clear and understandable.

5. In picture item #1, the time allowed for preparing my answer and making my response was appropriate.

6. As a whole, I felt picture item #2 allowed me to give a response that reflects my current ability to speak the language.

7. The drawing for picture item #2 was clear and understandable.

8. In picture item #2, the time allowed for preparing my answer and making my response was appropriate.

9. As a whole, I felt picture item #3 allowed me to give a response that reflects my current ability to speak the language.

10. The pictures for **picture item #3** were clear and understandable.

11. In **picture item #3**, the time allowed for preparing my answer and making my response was appropriate.

12. As a whole, I felt **picture item #4** allowed me to give a response that reflects my current ability to speak the language.

13. The pictures for **picture item #4** were clear and understandable.

14. In **picture item #4**, the time allowed for preparing my answer and making my response was appropriate.

15. As a whole, I felt **picture item #5** allowed me to give a response that reflects my current ability to speak the language.

16. The pictures for **picture item #5** were clear and understandable.

17. In **picture item #5**, the time allowed for preparing my answer and making my response was appropriate.

18. I felt **topic item #1** allowed me to give a response that reflects my current ability to speak the language.

19. In **topic item #1**, the time allowed for preparing my answer and making my response was appropriate.

20. I felt **topic item #2** allowed me to give a response that reflects my current ability to speak the language.

21. In **topic item #2**, the time allowed for preparing my answer and making my response was appropriate.

22. I felt **topic item #3** allowed me to give a response that reflects my current ability to speak the language.

23. In **topic item #3**, the time allowed for preparing my answer and making my response was appropriate.

24. I felt **topic item #4** allowed me to give a response that reflects my current ability to speak the language.

25. In **topic item #4**, the time allowed for preparing my answer and making my response was appropriate.

26. I felt topic item #5 allowed me to give a response that reflects my current ability to speak the language.

27. In topic item #5, the time allowed for preparing my answer and making my response was appropriate.

28. I felt situation item #1 allowed me to give a response that reflects my current ability to speak the language.

29. In situation item #1, the time allowed for preparing my answer and making my response was appropriate.

30. I felt situation item #2 allowed me to give a response that reflects my current ability to speak the language.

31. In situation item #2, the time allowed for preparing my answer and making my response was appropriate.

32. I felt situation item #3 allowed me to give a response that reflects my current ability to speak the language.

33. In situation item #3, the time allowed for preparing my answer and making my response was appropriate.

34. I felt situation item #4 allowed me to give a response that reflects my current ability to speak the language.

35. In situation item #4, the time allowed for preparing my answer and making my response was appropriate.

36. I felt situation item #5 allowed me to give a response that reflects my current ability to speak the language.

37. In situation item #5, the time allowed for preparing my answer and making my response was appropriate.

Statements about the test in general.

38. I was not unduly nervous during the test.

39. I would prefer that a "beep" signal be used in place of the French or Spanish speaker as a signal to begin my response after preparing my answer. (In other words, I would prefer that the only place French or Spanish be heard is in the opening conversation.)

40. A person listening to the tape containing my responses will get an accurate picture of my current ability to speak French or Spanish.

PART II. ADDITIONAL COMMENTS (White Booklet)

The white booklet contains spaces for your comments on the individual TOPT items and on the test in general.

STEP 1 IDENTIFICATION

Please fill out the information requested at the top of the first page.

STEP 2 COMMENTS

The white booklet gives you three sections in which to write your comments on the TOPT. Directions are given in the booklet.

STEP 3 RETURN ALL MATERIALS TO THE TEST ADMINISTRATOR

Before leaving the examination room, you will need to return

1. your response tape,
2. the test booklet,
3. this instruction booklet,
4. the machine-readable response sheet,
5. the white response booklet, and
6. your pencil (if borrowed).

Thank you for your participation in this trialing of the TOPT!

ID NUMBER	SPECIAL CODES A B C D E F G H I J

Name ______________________

Date ______________________

Please circle your answers

TOPT Language: FRENCH SPANISH

TOPT Form: A B C D

Your Subject: French Spanish bil ed

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY ▶

Strongly Agree A

Agree B

Agree and Disagree C

Disagree D

Strongly Disagree E

	A	B	C	D	E
1. The opening conversation helped ease me...--------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2. Opening conversation time allowed was appropriate-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3. Picture item #1 allowed a response that reflects--->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4. The map for picture item #1 was clear-------------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5. Picture item #1 time allowed for preparing answer-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6. Item #2 allowed response that reflects my ability-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7. The drawing for picture item #2 was clear---------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8. Picture item #2 time allowed for preparing answer-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9. Picture item #3 allowed a response that reflects--->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10. The pictures for picture item #3 were clear-------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
11. Picture item #3 time allowed for preparing answer-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12. Picture item #4 allowed a response that reflects--->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13. The pictures for picture item #4 were clear-------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14. Picture item #4 time allowed for preparing answer-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15. Picture item #5 a response that reflects ability--->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16. The pictures for picture item #5 were clear-------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17. Picture item #5 time allowed for preparing answer-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18. Topic item #1 allowed a response that reflects----->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19. Topic item #1 time allowed for preparing answer---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20. Topic item #2 allowed a response that reflects----->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
21. Topic item #2 time allowed for preparing answer---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
22. Topic item #3 allowed a response that reflects----->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
23. Topic item #3 time allowed for preparing answer---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
24. Topic item #4 allowed a response that reflects----->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
25. Topic item #4 time allowed for preparing answer---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
26. Topic item #5 allowed a response that reflects----->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
27. Topic item #5 time allowed for preparing my answer->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
28. Situation item #1 allowed a response that reflects->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
29. Situation item #1 time allowed for preparing answer>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
30. Situation item #2 allowed a response that reflects->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
31. Situation item #2 time allowed for preparing answer>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
32. Situation item #3 allowed a response that reflects->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
33. Situation item #3 time allowed for preparing answer>	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
34. Situation item #4 allowed a response that reflects->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
35. Situation item #4 allowed for preparing my answer-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
36. Situation item #5 allowed a response that reflects->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
37. Situation item #5 time allowed for preparing my---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
38. I was not unduly nervous during the test----------->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
39. I would prefer a beep signal as a signal to begin-->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
40. A person listening will get an accurate picture---->	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

APPENDIX E

TOPT TRIALING EXAMINEE RESPONSE FORM (Part II): QUALITATIVE DATA COLLECTION INSTRUMENT FOR EXAMINEE COMMENTS ON THE TEST AND ITS ITEMS

TOPT Trialing Feedback Form
Part II

NAME ______________________________ DATE ____________________
SOCIAL SECURITY NUMBER __________________________________

Please circle your answers

TOPT Language: FRENCH SPANISH

TOPT Form: A B C D

Your Teaching Area: French Spanish bilingual education

Test Site: El Paso Austin Arlington Hurst
Edinburg San Antonio Houston

Thank you very much for participating in this trialing of the TOPT. Your comments on the test are valued and will be given full consideration during the revision process before the final version is printed. Therefore, please answer the questions below as clearly and as frankly as you can.

Part A. In the outline below, **comment on any items to which you awarded a C, D or E in Part I.** These may be items you felt were unclear, unfair or otherwise problematical for you. Especially comment on anything that you feel interfered with your ability to answer the question to the best of your present ability to speak French or Spanish. Such things might be unclear directions, unclear pictures, unrealistic situations, too little time, etc... Feel free to suggest revisions.

Item	Comments
"Opening Conversation"	
Picture item #1	
Picture item #2	
Picture item #3	

Picture item #4	
Picture item #5	
Topic #1	
Topic #2	
Topic #3	
Topic #4	
Topic #5	

Situation #1	
Situation #2	
Situation #3	
Situation #4	
Situation #5	

Part B. Use the spaces below to make any comments on the statements about the test in general.

1. I was not unduly nervous during the test.

Comments?

2. I would prefer that a "beep" signal be used in place of the French or Spanish speaker as a signal to begin my response after preparing my answer. (In other words, I would prefer that the only place French or Spanish be heard is in the opening conversation.)

Comments?

3. A person listening to the tape containing my responses will get an accurate picture of my current ability to speak French or Spanish.

Comments?

Part C. Please use the rest of this page to comment on any aspect of the test that is not covered in any of the preceding questions. We would especially appreciate any suggestions as to how this test might be improved. Thank you very much!

APPENDIX F

EVALUATION SHEET AND INSTRUCTIONS USED BY TOPT TRIALING JUDGES AND OBSERVERS

TOPT Trialing
Observer's Evaluation Sheet

Instructions

INTRODUCTION. The TOPT is intended to elicit from each examinee a speech sample suitable for rating on the ACTFL scale. Alternatively phrased, the goal of the TOPT is to provide each candidate with the opportunity to demonstrate his or her current ability to speak French or Spanish. The tape of recorded responses should present a "snapshot" of the individual's ability to speak French or Spanish and should convey an accurate picture of the candidate's strengths and weaknesses.

First, before you begin listening to the candidate, fill out all information requested at the top of the form (except for the examinee level estimation).

Remember that the two purposes for observing the candidate's performance are 1) to judge whether items are doing their job of allowing candidates to show what they can do and 2) to inform the test revision process. Thus, you should make recommendations about how to improve the test and its items if they are not functioning as intended. There are four main areas on which you need to comment.

1. TIME. It is important that candidates have an appropriate amount of time for their responses. The majority of candidates should have time to give a complete response without having to wait during a long silence for the next item to begin. Waiting can create nervousness. On the other hand, if candidates are interrupted too often by the next question, they can also get nervous. If a candidate is cut off because time is too short, there should be enough of a sample of the type of speech elicited by that item on the tape to give the rater a good idea of the candidate's ability to deal with that language function and of where the candidate would have gone if he or she had had more time.

On the observer response sheet, your feedback on time problems is requested in the area for each item marked "T".

No Problem with Time	Circle "NP" if there was there was *No Problem* with time for this candidate on that item. (This includes being cut off but still giving an appropriate sample.)
Too Much Time Allowed	If *too much* time was a problem, mark the timeline with an "X" to show the approximate number of seconds the candidate had to wait for the next item to begin (under the + + + area). Example for 7-8 seconds too much time:

+ + + - - -
15--10X5--0--5--10--15

Too Little Time Allowed If *too little* time was a problem, mark the approximate number of additional seconds the candidate could have used in order to demonstrate his or her ability with this task (under the - - - area). Example for 5 seconds too litle time:

+ + + - - -
15--10--5--0--X--10--15

Note: Marks in between the five second intervals printed are allowed and encouraged; i.e, a mark between a "5" and a "0" indicates that 2-3 seconds are intended.

2. CONTRIBUTION OF RESPONSE TOWARDS MAKING AN ACTFL RATING. It is important to know something about the quality of the speech sample elicited from the candidate by the item. For each picture, situation, and topic item, and for the opening conversation as a whole, you are asked to make a judgment on the quality of the speech elicited in terms of the goal of getting a ratable speech sample. Make your judgment in the area marked "C". Circle either a 1, 2, or 3 to show your judgement, where:

1 = Speech elicited by item not useful in making a rating
2 = Speech elicited by item useful in making a rating
3 = Speech elicited by item very useful in making a rating

3. COMMENTS. The rest of the area is for your comments. You should consider the following:

(a) BLOCKING: Comment on anything that appeared to block the examinee's response; i.e., did not allow the examinee to give as complete a response as he or she may have been able. It could be unusual vocabulary items, in which case write the offending word. It could also be an unclear understanding of the directions to the item. It could also be a question of time, i.e., not enough time to think about an answer. It could also be a problem with the French or Spanish prompt following the English task description.

(b) OTHER PROBLEMS: Comment on other problems you notice with the item on the basis of the candidate's performance on it.

(c) RECOMMENDATIONS: Be sure to write down any ideas that come to mind to remedy problems you have noticed during observation.

NOTE: If you are observing the candidate live, be sure to write down any questions you may have for him or her about any unexpected performance or behavior you observe during the taking of the test.

4. EXAMINEE LEVEL ESTIMATION. After you listen to the candidate, please estimate, to the best of your ability, the examinee's ACTFL level. Write this estimate in the space provided on the top of the first page of the form. This is NOT intended as an official rating. Your estimation will solely be used to help select tapes for rating in the next phase of this project.

TOPT Trialing
Observer's Evaluation Sheet

Name of Examinee ______________________________
Social Security Number _________________________________

TOPT Language: FRENCH SPANISH

TOPT Form: A B C D

Examinee's Teaching Area: French Spanish bilingual education

Observer's Name _____________________________________

Date of Observation __________________________________

Examinee Level Estimation _____________________________

Conversation

1.
T: NP
+ + + - - -
15--10--5--0--5--10--15

2.
T: NP
+ + + - - -
15--10--5--0--5--10--15

3.
T: NP
+ + + - - -
15--10--5--0--5--10--15

4.
T: NP
+ + + - - -
15--10--5--0--5--10--15

5.
T: NP
+ + + - - -
15--10--5--0--5--10--15

6.
T: NP
+ + + - - -
15–10–5–0–5–10–15

7.
T: NP
+ + + - - -
15–10–5–0–5–10–15

8.
T: NP
+ + + - - -
15–10–5–0–5–10–15

9.
T: NP
+ + + - - -
15–10–5–0–5–10–15

10.
T: NP
+ + + - - -
15–10–5–0–5–10–15

(for total opening conversation)
C: 1 2 3

Picture #1
T: NP
+ + + - - -
15–10–5–0–5–10–15

C: 1 2 3

Picture #2
T: NP
+ + + - - -
15–10–5–0–5–10–15

C: 1 2 3

Picture #3
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Picture #4
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Picture #5
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Topic #1
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Topic #2
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Topic #3
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Topic #4
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Topic #5
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Situation #1
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Situation #2
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Situation #3
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Situation #4
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

Situation #5
T: NP
+ + + - - -
15--10--5--0--5--10--15

C: 1 2 3

PLEASE MAKE ANY ADDITIONAL COMMENTS HERE:

APPENDIX G

MEAN RATINGS OF TOPT ITEMS BY TRIALING EXAMINEES

(By Language and Form)

```
                 Trialing: Descriptive Stats/French by Form

------------------------------ TOPT Form=Form A ------------------------------

   N Obs  Variable  Label                                 N           Mean
   -----------------------------------------------------------------------
      10  ITEM1     Opening Conversation--General         9          4.111
          ITEM2     Opening Conversation--Time            9          4.111
          ITEM3     Picture #1--General                   8          3.750*
          ITEM4     Picture #1--Map                       9          4.000
          ITEM5     Picture #1--Time                      9          4.111
          ITEM6     Picture #2--General                   8          4.250
          ITEM7     Picture #2--Picture                   8          4.250
          ITEM8     Picture #2--Time                      9          3.889
          ITEM9     Picture #3--General                   9          4.000
          ITEM10    Picture #3--Pictures                  9          4.556
          ITEM11    Picture #3--Time                      9          3.778
          ITEM12    Picture #4--General                   9          4.333
          ITEM13    Picture #4--Pictures                  9          4.111
          ITEM14    Picture #4--Time                      9          4.333
          ITEM15    Picture #5--General                   9          4.222
          ITEM16    Picture #5--Pictures                  8          3.625*
          ITEM17    Picture #5--Time                      9          4.111
          ITEM18    Topic #1--General                     9          4.444
          ITEM19    Topic #1--Time                        9          4.111
          ITEM20    Topic #2--General                     9          4.111
          ITEM21    Topic #2--Time                        9          3.889
          ITEM22    Topic #3--General                     9          4.222
          ITEM23    Topic #3--Time                        9          4.111
          ITEM24    Topic #4--General                     9          4.111
          ITEM25    Topic #4--Time                        9          4.111
          ITEM26    Topic #5--General                     9          4.333
          ITEM27    Topic #5--Time                        9          4.111
          ITEM28    Situation #1--General                 9          4.000
          ITEM29    Situation #1--Time                    9          4.222
          ITEM30    Situation #2--General                 9          3.667*
          ITEM31    Situation #2--Time                    9          4.333
          ITEM32    Situation #3--General                 9          4.000
          ITEM33    Situation #3--Time                    9          4.222
          ITEM34    Situation #4--General                 8          4.000
          ITEM35    Situation #4--Time                    9          4.222
          ITEM36    Situation #5--General                 9          3.889
          ITEM37    Situation #5--Time                    9          3.556*
          ITEM38    Unduly Nervous?                       9          4.222
          ITEM39    Replace Target Language Prompt?       9          2.222
          ITEM40    An Accurate Picture?                  9          3.667
   -----------------------------------------------------------------------
```

Trialing: Descriptive Stats/French by Form

---------------------------- TOPT Form=Form B ----------------------------

N Obs	Variable	Label	N	Mean
10	ITEM1	Opening Conversation--General	10	3.000**
	ITEM2	Opening Conversation--Time	10	4.100
	ITEM3	Picture #1--General	10	4.300
	ITEM4	Picture #1--Map	10	4.400
	ITEM5	Picture #1--Time	10	4.000
	ITEM6	Picture #2--General	10	3.800
	ITEM7	Picture #2--Picture	10	3.700*
	ITEM8	Picture #2--Time	10	3.600*
	ITEM9	Picture #3--General	10	3.500**
	ITEM10	Picture #3--Pictures	10	3.500**
	ITEM11	Picture #3--Time	10	4.100
	ITEM12	Picture #4--General	10	3.800
	ITEM13	Picture #4--Pictures	10	4.200
	ITEM14	Picture #4--Time	10	4.000
	ITEM15	Picture #5--General	10	3.700*
	ITEM16	Picture #5--Pictures	10	4.100
	ITEM17	Picture #5--Time	10	4.000
	ITEM18	Topic #1--General	10	3.300**
	ITEM19	Topic #1--Time	10	4.000
	ITEM20	Topic #2--General	10	3.500**
	ITEM21	Topic #2--Time	10	3.800
	ITEM22	Topic #3--General	10	3.500**
	ITEM23	Topic #3--Time	10	3.700*
	ITEM24	Topic #4--General	10	3.600*
	ITEM25	Topic #4--Time	10	3.900
	ITEM26	Topic #5--General	10	3.900
	ITEM27	Topic #5--Time	9	4.111
	ITEM28	Situation #1--General	10	3.400**
	ITEM29	Situation #1--Time	10	3.500**
	ITEM30	Situation #2--General	9	3.778
	ITEM31	Situation #2--Time	10	3.700*
	ITEM32	Situation #3--General	10	3.800
	ITEM33	Situation #3--Time	8	3.875
	ITEM34	Situation #4--General	9	3.444**
	ITEM35	Situation #4--Time	10	3.400**
	ITEM36	Situation #5--General	10	3.200**
	ITEM37	Situation #5--Time	10	3.400**
	ITEM38	Unduly Nervous?	10	3.200
	ITEM39	Replace Target Language Prompt?	10	2.700
	ITEM40	An Accurate Picture?	10	2.800

```
                    Trialing: Descriptive Stats/French by Form

---------------------------- TOPT Form=Form C ----------------------------

N Obs  Variable  Label                                 N        Mean
---------------------------------------------------------------------------
   10  ITEM1     Opening Conversation--General        10       4.000
       ITEM2     Opening Conversation--Time           10       4.200
       ITEM3     Picture #1--General                  10       3.900
       ITEM4     Picture #1--Map                      10       4.600
       ITEM5     Picture #1--Time                     10       4.200
       ITEM6     Picture #2--General                  10       3.500**
       ITEM7     Picture #2--Picture                  10       3.700*
       ITEM8     Picture #2--Time                     10       3.400**
       ITEM9     Picture #3--General                  10       3.800
       ITEM10    Picture #3--Pictures                  9       4.556
       ITEM11    Picture #3--Time                     10       4.100
       ITEM12    Picture #4--General                  10       4.100
       ITEM13    Picture #4--Pictures                 10       4.200
       ITEM14    Picture #4--Time                     10       3.900
       ITEM15    Picture #5--General                  10       4.400
       ITEM16    Picture #5--Pictures                 10       4.000
       ITEM17    Picture #5--Time                     10       3.700*
       ITEM18    Topic #1--General                    10       4.300
       ITEM19    Topic #1--Time                       10       4.200
       ITEM20    Topic #2--General                    10       4.000
       ITEM21    Topic #2--Time                       10       3.600*
       ITEM22    Topic #3--General                    10       4.000
       ITEM23    Topic #3--Time                       10       4.100
       ITEM24    Topic #4--General                    10       3.900
       ITEM25    Topic #4--Time                       10       4.000
       ITEM26    Topic #5--General                    10       4.000
       ITEM27    Topic #5--Time                       10       3.800
       ITEM28    Situation #1--General                10       4.400
       ITEM29    Situation #1--Time                   10       4.500
       ITEM30    Situation #2--General                10       4.100
       ITEM31    Situation #2--Time                   10       3.900
       ITEM32    Situation #3--General                10       4.300
       ITEM33    Situation #3--Time                   10       4.000
       ITEM34    Situation #4--General                10       3.700*
       ITEM35    Situation #4--Time                   10       3.600*
       ITEM36    Situation #5--General                10       4.100
       ITEM37    Situation #5--Time                   10       3.600*
       ITEM38    Unduly Nervous?                      10       4.000
       ITEM39    Replace Target Language Prompt?      10       1.900
       ITEM40    An Accurate Picture?                 10       3.600
---------------------------------------------------------------------------
```

```
                  Trialing: Descriptive Stats/French by Form

----------------------------- TOPT Form=Form D -----------------------------

   N Obs  Variable  Label                                 N          Mean
   ----------------------------------------------------------------------
      11  ITEM1     Opening Conversation--General        11         4.000
          ITEM2     Opening Conversation--Time           11         3.909
          ITEM3     Picture #1--General                  11         4.182
          ITEM4     Picture #1--Map                      11         4.455
          ITEM5     Picture #1--Time                     11         4.091
          ITEM6     Picture #2--General                  11         3.818
          ITEM7     Picture #2--Picture                  11         3.909
          ITEM8     Picture #2--Time                     11         3.818
          ITEM9     Picture #3--General                  11         3.818
          ITEM10    Picture #3--Pictures                 11         4.091
          ITEM11    Picture #3--Time                     11         4.000
          ITEM12    Picture #4--General                  11         4.091
          ITEM13    Picture #4--Pictures                 11         4.091
          ITEM14    Picture #4--Time                     11         3.909
          ITEM15    Picture #5--General                  11         3.818
          ITEM16    Picture #5--Pictures                 10         3.700*
          ITEM17    Picture #5--Time                     10         3.700*
          ITEM18    Topic #1--General                    11         3.818
          ITEM19    Topic #1--Time                       11         3.545*
          ITEM20    Topic #2--General                    11         3.909
          ITEM21    Topic #2--Time                       11         3.727*
          ITEM22    Topic #3--General                    11         3.273**
          ITEM23    Topic #3--Time                       11         3.273**
          ITEM24    Topic #4--General                    11         3.636*
          ITEM25    Topic #4--Time                       11         3.364**
          ITEM26    Topic #5--General                    11         4.000
          ITEM27    Topic #5--Time                       11         3.364**
          ITEM28    Situation #1--General                11         3.909
          ITEM29    Situation #1--Time                   11         3.636*
          ITEM30    Situation #2--General                11         3.636*
          ITEM31    Situation #2--Time                   11         3.727*
          ITEM32    Situation #3--General                11         3.909
          ITEM33    Situation #3--Time                   11         3.636*
          ITEM34    Situation #4--General                11         3.091**
          ITEM35    Situation #4--Time                   11         3.091**
          ITEM36    Situation #5--General                11         2.909**
          ITEM37    Situation #5--Time                   11         3.364**
          ITEM38    Unduly Nervous?                      11         3.545
          ITEM39    Replace Target Language Prompt?      11         2.545
          ITEM40    An Accurate Picture?                 11         3.545
   ----------------------------------------------------------------------
```

```
             Trialing: Descriptive Stats/TOPT-Spanish by Form

---------------------------- TOPT Form=Form A ----------------------------

N Obs  Variable  Label                                 N        Mean
-----------------------------------------------------------------------
   26  ITEM1     Opening Conversation--General        26        3.692*
       ITEM2     Opening Conversation--Time           26        3.615*
       ITEM3     Picture #1--General                  26        3.692*
       ITEM4     Picture #1--Map                      26        3.923
       ITEM5     Picture #1--Time                     26        4.000
       ITEM6     Picture #2--General                  26        3.808
       ITEM7     Picture #2--Picture                  26        4.115
       ITEM8     Picture #2--Time                     26        3.846
       ITEM9     Picture #3--General                  25        3.680*
       ITEM10    Picture #3--Pictures                 26        3.692*
       ITEM11    Picture #3--Time                     26        3.731*
       ITEM12    Picture #4--General                  25        3.760
       ITEM13    Picture #4--Pictures                 26        3.846
       ITEM14    Picture #4--Time                     26        3.654*
       ITEM15    Picture #5--General                  26        3.769
       ITEM16    Picture #5--Pictures                 26        4.077
       ITEM17    Picture #5--Time                     26        3.692*
       ITEM18    Topic #1--General                    26        3.577*
       ITEM19    Topic #1--Time                       25        3.320**
       ITEM20    Topic #2--General                    25        3.600*
       ITEM21    Topic #2--Time                       25        3.360**
       ITEM22    Topic #3--General                    25        3.600*
       ITEM23    Topic #3--Time                       25        3.360**
       ITEM24    Topic #4--General                    26        3.654*
       ITEM25    Topic #4--Time                       26        3.462**
       ITEM26    Topic #5--General                    25        3.800
       ITEM27    Topic #5--Time                       24        3.583*
       ITEM28    Situation #1--General                26        3.962
       ITEM29    Situation #1--Time                   26        3.615*
       ITEM30    Situation #2--General                25        3.760
       ITEM31    Situation #2--Time                   26        3.423**
       ITEM32    Situation #3--General                26        3.808
       ITEM33    Situation #3--Time                   26        3.654*
       ITEM34    Situation #4--General                26        3.731*
       ITEM35    Situation #4--Time                   26        3.269**
       ITEM36    Situation #5--General                26        3.885
       ITEM37    Situation #5--Time                   26        3.538*
       ITEM38    Unduly Nervous?                      26        2.846
       ITEM39    Replace Target Language Prompt?      26        2.846
       ITEM40    An Accurate Picture?                 26        3.038
-----------------------------------------------------------------------
```

```
                   Trialing: Descriptive Stats/TOPT-Spanish by Form

---------------------------- TOPT Form=Form B ----------------------------

  N Obs  Variable  Label                              N            Mean
  -------------------------------------------------------------------------
     28  ITEM1     Opening Conversation--General     28           3.857
         ITEM2     Opening Conversation--Time        28           3.929
         ITEM3     Picture #1--General               28           3.821
         ITEM4     Picture #1--Map                   28           3.893
         ITEM5     Picture #1--Time                  28           3.786
         ITEM6     Picture #2--General               28           3.607*
         ITEM7     Picture #2--Picture               27           3.963
         ITEM8     Picture #2--Time                  28           3.500**
         ITEM9     Picture #3--General               28           3.714*
         ITEM10    Picture #3--Pictures              28           3.643*
         ITEM11    Picture #3--Time                  28           3.429**
         ITEM12    Picture #4--General               28           3.929
         ITEM13    Picture #4--Pictures              28           3.964
         ITEM14    Picture #4--Time                  28           3.786
         ITEM15    Picture #5--General               28           3.786
         ITEM16    Picture #5--Pictures              27           3.407**
         ITEM17    Picture #5--Time                  28           3.571*
         ITEM18    Topic #1--General                 28           3.607*
         ITEM19    Topic #1--Time                    28           3.571*
         ITEM20    Topic #2--General                 28           3.643*
         ITEM21    Topic #2--Time                    28           3.393**
         ITEM22    Topic #3--General                 28           3.429**
         ITEM23    Topic #3--Time                    28           3.393**
         ITEM24    Topic #4--General                 28           3.607*
         ITEM25    Topic #4--Time                    28           3.500**
         ITEM26    Topic #5--General                 28           3.750
         ITEM27    Topic #5--Time                    27           3.593*
         ITEM28    Situation #1--General             28           3.500**
         ITEM29    Situation #1--Time                28           3.500**
         ITEM30    Situation #2--General             28           3.321**
         ITEM31    Situation #2--Time                28           3.393**
         ITEM32    Situation #3--General             27           3.333**
         ITEM33    Situation #3--Time                28           3.250**
         ITEM34    Situation #4--General             28           3.643*
         ITEM35    Situation #4--Time                28           3.429**
         ITEM36    Situation #5--General             28           3.536*
         ITEM37    Situation #5--Time                28           3.250**
         ITEM38    Unduly Nervous?                   27           3.074
         ITEM39    Replace Target Language Prompt?   26           2.538
         ITEM40    An Accurate Picture?              27           2.704
  -------------------------------------------------------------------------
```

```
               Trialing: Descriptive Stats/TOPT-Spanish by Form

------------------------------ TOPT Form=Form C ------------------------------

    N Obs  Variable  Label                                N          Mean
    -------------------------------------------------------------------------
       38  ITEM1     Opening Conversation--General       37         3.568*
           ITEM2     Opening Conversation--Time          37         3.757
           ITEM3     Picture #1--General                 37         3.486**
           ITEM4     Picture #1--Map                     38         3.632*
           ITEM5     Picture #1--Time                    38         3.474**
           ITEM6     Picture #2--General                 37         3.243**
           ITEM7     Picture #2--Picture                 38         3.395**
           ITEM8     Picture #2--Time                    38         3.184**
           ITEM9     Picture #3--General                 38         3.368**
           ITEM10    Picture #3--Pictures                38         4.026
           ITEM11    Picture #3--Time                    38         3.447**
           ITEM12    Picture #4--General                 37         3.811
           ITEM13    Picture #4--Pictures                38         4.132
           ITEM14    Picture #4--Time                    38         3.789
           ITEM15    Picture #5--General                 38         3.816
           ITEM16    Picture #5--Pictures                38         3.816
           ITEM17    Picture #5--Time                    38         3.658*
           ITEM18    Topic #1--General                   37         3.270**
           ITEM19    Topic #1--Time                      38         3.526*
           ITEM20    Topic #2--General                   38         2.974 **
           ITEM21    Topic #2--Time                      38         3.289**
           ITEM22    Topic #3--General                   38         2.895**
           ITEM23    Topic #3--Time                      38         2.974**
           ITEM24    Topic #4--General                   38         3.342**
           ITEM25    Topic #4--Time                      38         3.316**
           ITEM26    Topic #5--General                   38         3.237**
           ITEM27    Topic #5--Time                      38         3.237**
           ITEM28    Situation #1--General               38         3.395**
           ITEM29    Situation #1--Time                  38         3.553*
           ITEM30    Situation #2--General               38         3.500**
           ITEM31    Situation #2--Time                  37         3.568*
           ITEM32    Situation #3--General               38         3.447**
           ITEM33    Situation #3--Time                  38         3.316**
           ITEM34    Situation #4--General               38         3.053**
           ITEM35    Situation #4--Time                  36         3.111**
           ITEM36    Situation #5--General               37         3.405**
           ITEM37    Situation #5--Time                  38         3.395**
           ITEM38    Unduly Nervous?                     37         3.405
           ITEM39    Replace Target Language Prompt?     38         3.132
           ITEM40    An Accurate Picture?                38         2.895
    -------------------------------------------------------------------------
```

```
              Trialing: Descriptive Stats/TOPT-Spanish by Form

----------------------------- TOPT Form=Form D ----------------------------

    N Obs  Variable   Label                                N           Mean
    -----------------------------------------------------------------------
       27  ITEM1      Opening Conversation--General       27          3.963
           ITEM2      Opening Conversation--Time          26          4.077
           ITEM3      Picture #1--General                 27          4.000
           ITEM4      Picture #1--Map                     27          4.037
           ITEM5      Picture #1--Time                    26          4.038
           ITEM6      Picture #2--General                 26          3.423**
           ITEM7      Picture #2--Picture                 27          3.815
           ITEM8      Picture #2--Time                    27          3.185**
           ITEM9      Picture #3--General                 26          3.885
           ITEM10     Picture #3--Pictures                27          4.185
           ITEM11     Picture #3--Time                    27          3.852
           ITEM12     Picture #4--General                 26          4.115
           ITEM13     Picture #4--Pictures                27          4.222
           ITEM14     Picture #4--Time                    27          3.778
           ITEM15     Picture #5--General                 26          3.692*
           ITEM16     Picture #5--Pictures                27          3.593*
           ITEM17     Picture #5--Time                    27          3.519*
           ITEM18     Topic #1--General                   25          3.720*
           ITEM19     Topic #1--Time                      27          3.815
           ITEM20     Topic #2--General                   27          3.889
           ITEM21     Topic #2--Time                      27          3.778
           ITEM22     Topic #3--General                   26          3.577*
           ITEM23     Topic #3--Time                      27          3.630*
           ITEM24     Topic #4--General                   26          3.577*
           ITEM25     Topic #4--Time                      26          3.577*
           ITEM26     Topic #5--General                   27          3.926
           ITEM27     Topic #5--Time                      27          3.704
           ITEM28     Situation #1--General               26          4.038
           ITEM29     Situation #1--Time                  26          3.846
           ITEM30     Situation #2--General               27          3.778
           ITEM31     Situation #2--Time                  27          3.704*
           ITEM32     Situation #3--General               26          3.654*
           ITEM33     Situation #3--Time                  26          3.577*
           ITEM34     Situation #4--General               27          3.815
           ITEM35     Situation #4--Time                  27          3.556*
           ITEM36     Situation #5--General               26          3.923
           ITEM37     Situation #5--Time                  26          3.769
           ITEM38     Unduly Nervous?                     24          3.292**
           ITEM39     Replace Target Language Prompt?     27          2.704
           ITEM40     An Accurate Picture?                26          3.154
    -----------------------------------------------------------------------
```

APPENDIX H

EXAMPLE OF PRINTOUT OF TRIALING EXAMINEES' WRITTEN COMMENTS ON INDIVIDUAL ITEMS

(Example from TOPT-Spanish, Form B, Picture 4)

4520843 Spanish El Paso SPANISH B p4

Humorous. Unclear at first but clears up as you go on to the rest of the pictures

---

4523716 bilingual education Edinburg SPANISH B p4

accurate picture; response a bit slow

4553315 bilingual education Edinburg SPANISH B p4

This example was quite clear but I seemed to get tongue tied with my vocabulary. I also felt there should be a little more time allowed.

4554973 Spanish Edinburg SPANISH B p4

Just a little bit confusing because if you see pictures 3 and 4 on that page, the owner and the second guy get mixed up because they have the same color shirt.

APPENDIX I

MEAN ITEM QUALITY RATINGS
FROM THE TRIALING JUDGES' RESPONSE SHEET

(By Language and Form)

```
                 Trialing:  French Qualitity Ratings by Form

----------------------------- TOPT Form=Form A -----------------------------

                     N Obs  Variable      N            Mean
                     ------------------------------------------
                        10  CQUAL         6       2.66667
                            P1QUAL        7       2.57143
                            P2QUAL        7       2.71429
                            P3QUAL        8       2.75000
                            P4QUAL        8       2.50000
                            P5QUAL        8       2.37500
                            T1QUAL        8       2.75000
                            T2QUAL        8       3.00000
                            T3QUAL        8       2.75000
                            T4QUAL        7       2.85714
                            T5QUAL        7       2.85714
                            S1QUAL        8       2.37500
                            S2QUAL        8       2.62500
                            S3QUAL        8       2.75000
                            S4QUAL        7       2.71429
                            S5QUAL        8       2.75000
                     ------------------------------------------

----------------------------- TOPT Form=Form B -----------------------------

                     N Obs  Variable      N            Mean
                     ------------------------------------------
                        10  CQUAL         8       1.87500
                            P1QUAL        9       2.22222
                            P2QUAL        9       2.22222
                            P3QUAL        9       2.00000
                            P4QUAL        8       2.50000
                            P5QUAL        9       2.22222
                            T1QUAL        8       2.50000
                            T2QUAL        9       1.88889
                            T3QUAL        8       2.37500
                            T4QUAL        9       2.33333
                            T5QUAL        9       2.33333
                            S1QUAL        9       2.22222
                            S2QUAL        8       2.00000
                            S3QUAL        8       2.50000
                            S4QUAL        8       2.25000
                            S5QUAL        8       2.37500
                     ------------------------------------------
                 Trialing:  French Qualitity Ratings by Form

------------------------------ TOPT Form=Form C ------------------------------

                     N Obs  Variable     N           Mean
                     ----------------------------------
                        10  CQUAL        9        2.77778
                            P1QUAL       8        2.75000
                            P2QUAL       8        2.75000
                            P3QUAL       8        3.00000
                            P4QUAL       8        3.00000
                            P5QUAL       8        3.00000
                            T1QUAL       8        3.00000
                            T2QUAL       7        3.00000
                            T3QUAL       7        3.00000
                            T4QUAL       8        3.00000
                            T5QUAL       8        2.87500
                            S1QUAL       8        2.75000
                            S2QUAL       7        3.00000
                            S3QUAL       8        3.00000
                            S4QUAL       7        3.00000
                            S5QUAL       7        3.00000
                     ----------------------------------

------------------------------ TOPT Form=Form D ------------------------------

                     N Obs  Variable     N           Mean
                     ----------------------------------
                        11  CQUAL        9        2.77778
                            P1QUAL       9        2.88889
                            P2QUAL       9        3.00000
                            P3QUAL       7        2.85714
                            P4QUAL       9        2.88889
                            P5QUAL       9        2.77778
                            T1QUAL       8        3.00000
                            T2QUAL       8        3.00000
                            T3QUAL       8        3.00000
                            T4QUAL       9        2.77778
                            T5QUAL       8        2.87500
                            S1QUAL       6        2.66667
                            S2QUAL       6        2.83333
                            S3QUAL       6        2.83333
                            S4QUAL       6        2.66667
                            S5QUAL       6        3.00000
                     ----------------------------------
```

```
                    Trialing:  Spanish Qualitity Ratings by Form

------------------------------ TOPT Form=Form A ------------------------------

                    N Obs  Variable    N         Mean
                    ---------------------------------
                       26  CQUAL      21      2.57143
                           P1QUAL     20      2.65000
                           P2QUAL     22      2.68182
                           P3QUAL     20      2.70000
                           P4QUAL     19      2.78947
                           P5QUAL     22      2.77273
                           T1QUAL     20      2.65000
                           T2QUAL     22      2.77273
                           T3QUAL     21      2.76190
                           T4QUAL     22      2.77273
                           T5QUAL     21      2.76190
                           S1QUAL     22      2.72727
                           S2QUAL     20      2.75000
                           S3QUAL     19      2.73684
                           S4QUAL     21      2.76190
                           S5QUAL     20      2.80000
                    ---------------------------------

------------------------------ TOPT Form=Form B ------------------------------

                    N Obs  Variable    N         Mean
                    ---------------------------------
                       28  CQUAL      18      2.61111
                           P1QUAL     18      2.50000
                           P2QUAL     18      2.61111
                           P3QUAL     17      2.58824
                           P4QUAL     18      2.77778
                           P5QUAL     19      2.63158
                           T1QUAL     19      2.52632
                           T2QUAL     20      2.70000
                           T3QUAL     20      2.35000
                           T4QUAL     20      2.65000
                           T5QUAL     20      2.55000
                           S1QUAL     20      2.65000
                           S2QUAL     20      2.65000
                           S3QUAL     19      2.36842
                           S4QUAL     19      2.52632
                           S5QUAL     19      2.68421
                    ---------------------------------
                    Trialing:  Spanish Qualitity Ratings by Form

------------------------------ TOPT Form=Form C -----------------------------

                      N Obs  Variable     N           Mean
                      ---------------------------------------
                         38  CQUAL       19        2.57895
                             P1QUAL      21        2.38095
                             P2QUAL      20        2.55000
                             P3QUAL      21        2.66667
                             P4QUAL      21        2.66667
                             P5QUAL      20        2.60000
                             T1QUAL      21        2.57143
                             T2QUAL      20        2.60000
                             T3QUAL      21        2.38095
                             T4QUAL      21        2.66667
                             T5QUAL      21        2.47619
                             S1QUAL      21        2.66667
                             S2QUAL      21        2.57143
                             S3QUAL      21        2.61905
                             S4QUAL      20        2.50000
                             S5QUAL      21        2.66667
                      ---------------------------------------

------------------------------ TOPT Form=Form D -----------------------------

                      N Obs  Variable     N           Mean
                      ---------------------------------------
                         27  CQUAL       19        2.68421
                             P1QUAL      20        2.70000
                             P2QUAL      19        2.68421
                             P3QUAL      19        2.78947
                             P4QUAL      20        2.85000
                             P5QUAL      20        2.70000
                             T1QUAL      21        2.71429
                             T2QUAL      20        2.70000
                             T3QUAL      21        2.61905
                             T4QUAL      20        2.65000
                             T5QUAL      21        2.61905
                             S1QUAL      21        2.76190
                             S2QUAL      21        2.71429
                             S3QUAL      20        2.55000
                             S4QUAL      21        2.76190
                             S5QUAL      19        2.78947
                      ---------------------------------------
```

APPENDIX J

EXAMPLE OF TRIALING JUDGES' QUANTITATIVE TIME DATA BY FORM AND ITEM

(Example from TOPT-Spanish, Form A,

Opening Conversation Items 9 and 10,

and Picture Item 1)

```
                  Trialing: Spanish Times by Form

-------------------------- TOPT Form=Form A ---------------------------

                                          Cumulative  Cumulative
         C9TIME   Frequency    Percent    Frequency     Percent
         ----------------------------------------------------------
            -15          1        4.5            1          4.5
             -5          4       18.2            5         22.7
           -2.5          2        9.1            7         31.8
              0         14       63.6           21         95.5
            2.5          1        4.5           22        100.0

                         Frequency Missing = 4


                                          Cumulative  Cumulative
        C10TIME   Frequency    Percent    Frequency     Percent
        -----------------------------------------------------------
            -15          1        4.5            1          4.5
           -7.5          1        4.5            2          9.1
             -5          6       27.3            8         36.4
           -2.5          3       13.6           11         50.0
              0         11       50.0           22        100.0

                         Frequency Missing = 4


                                          Cumulative  Cumulative
         P1TIME   Frequency    Percent    Frequency     Percent
        -----------------------------------------------------------
           -7.5          1        4.5            1          4.5
              0         11       50.0           12         54.5
              5          2        9.1           14         63.6
            7.5          3       13.6           17         77.3
             10          1        4.5           18         81.8
           12.5          4       18.2           22        100.0

                         Frequency Missing = 4
```

APPENDIX K

EXAMPLE OF TRIALING JUDGES' COMMENTS ON INDIVIDUAL EXAMINEE RESPONSES

(TOPT-Spanish, Form B)

SPANISH B

2824699

Stansfield
2.0

pl +10 3

SPANISH B

4507701

Tisnado
2.0

pl +7.5 2

SPANISH B

3716290

Downey
1.90

pl 0 1 Gave directions as if the man who asked the question were looking at the map also. Used words like "right here" as if he were pointing to something on the map.

SPANISH B

4553315

Tisnado
1.90

pl +7.5 2

SPANISH B

4576537

Marc Ferrara
1.80

pl 0 . Addresses executives as "tu". Distinction between "derecha" and "derecho" unclear.

SPANISH B

4661702

Downey
2.0

p2 +15 1 Didn't give any details and had lots of extra time. Maybe should include "Include as many details as possible" in the instructions.

SPANISH B

2824699

Stansfield
2.0

p2 . 3

SPANISH B

3716290

Downey
1.90

p2 0 3

SPANISH B

455331598

Tisnado
1.90

p2 2 She would have needed much more time since she did not follow instructions properly. She started describing "houses" more than activities at American homes.

SPANISH B

4576537

Marc Ferrara
1.80

p2 0 . la "estova" for stove, "lampas" for lamp

```
-----------------------------------------------------------------
                                                      SPANISH  B
4503904

Tisnado
.

s3   0   2
-----------------------------------------------------------------
                                                      SPANISH  B
4649411

Downey
(missing)

s3   -5  2
-----------------------------------------------------------------
                                                      SPANISH  A
4634975

Stansfield
4

s3   +10  3        Student did not name a place.  Instead, she
                   cited advantages of school trips.
-----------------------------------------------------------------
                                                      SPANISH  A
4576868

Stansfield
3.0

s3   0    3        Proposes to take group to Danals Supermarket
                   in Dallas, where they will learn about
                   Mexican food & customs.
-----------------------------------------------------------------
                                                      SPANISH  A
4635590

Bass
3

s3   -10  3
-----------------------------------------------------------------
                                                      SPANISH  A
4590691

Stansfield
3.0

s3   0    .        E invited Isabel to go with him to San
                   Antonio
```

APPENDIX L

INSTRUCTIONS AND RESPONSE SHEETS FOR THE CONTENT VALIDATION COMMITTEES

(for Content Validation Study)

TOPT ITEM JUDGEMENT SHEET INSTRUCTIONS

You have been given a booklet containing the items from the three forms of the Texas Oral Proficiency Test (TOPT) for Spanish or French, three copies of the Judge's Response Sheet, and a yellow form with an example of how to use the Judge's Response Sheet. On each form of the test are 15 items classed into three groups: picture items, topic items and situation items. Each group contains five items. In your item booklet are the English item instructions (English prompts) and the native language prompt, to which the examinees respond. This is followed by two sets of times; the first indicates the amount of time the examinees have to prepare a response and the second indicates the amount of time the examinees have to give the response. The picture items are followed in your item booklet by the actual pictures the examinees see in their test booklets.

The TOPT is administered in a language lab. In the actual testing situation, examinees hear all instructions, including both prompts, through their headphones. They also have a test booklet, which contains the general instructions to the test, the English prompts, the time limits, and the pictures. When they take the test, they read the English prompt in their test booklets while listening to it being read from a master tape, prepare their response during the time indicated, hear the native language prompt (which is NOT printed in the test booklet), and then respond during the time allotted. The master tape paces the test. Each individual's responses are recorded on a separate tape, which is later scored by trained raters.

Each of the TOPT items has an associated speaking task, such as giving directions or narrating in past time. These tasks are indicated in both the item booklet you have received and on the Judge's Response Sheet. Your charge, as a member of the content validation study committee, is to decide whether, in your professional judgement, each item matches the speaking task associated with it. If you decide yes, then you circle "Yes" in the corresponding place on the Judge's Response Sheet and move on to the next item. If you decide no, you circle "No" in the corresponding place on the Judge's Response Sheet AND write in the space for that item the reasons you believe that the item does NOT match the speaking task associated with it. It is extremely important that you document each negative response with the reason or reasons you believe there is an inappropriate fit.

You have received three copies of the Judge's Response Sheet, one for each of the three TOPT forms. On each one write your name, the date, and the TOPT form you are evaluating with that Judge's Response Sheet.

We will now do an example together, taken from one of the TOPT test forms, which is printed on the first page of the Judge's Response Sheet. Please read the example now.

(Judges read example.)

(Generate group discussion and consensus.)

If you have no further questions, let us begin. Please write your name and the date on the first Judge's Response Sheet.

Then write number "241" for the form number. The question you are to consider is printed at the top of your Judge's Response Sheet: "Does the item match the speaking task associated with it?" Now please open the item booklet and begin reading the items.

EXAMPLE OF HOW TO USE THE JUDGE'S RESPONSE SHEET
TOPT Content Validation Study -- FRENCH

The following example will show you how to use the Judge's Response Sheet.

A. Below is a sample item from the test as presented in the item booklet. Now read the item and progress to part B below.

Situation 5: GIVE A BRIEF FACTUAL SUMMARY

A group of high school students has arrived from France to spend a summer session at your local community college. You have been asked to give them a brief talk on some important recent local or national events. You may talk about events in politics, economics, education, sports, etc. After your talk is introduced, brief the group on some major local or national events that have occurred recently.

** Maintenant, votre guide va vous donner des informations sur quelques événements récents. [Male voice]

(30 sec / 1 min 35 sec)

B. On the Judge's Response Sheet, circle YES if you feel that the item matches the speaking task, or circle NO if you feel that the item does not match the speaking task AND WRITE YOUR REASONS FOR FEELING THIS WAY. Now indicate below whether or no you think Topic 3 matches the speaking task associated with it.

TOPT Content Validation Study
TOPT-French
Judge's Response Sheet

Item/Judgment Speaking Task/Comments

. . . . .

SITUATION 5 GIVE A BRIEF FACTUAL SUMMARY

Yes No

. . . . .

EXAMPLE OF HOW TO USE THE JUDGE'S RESPONSE SHEET
TOPT Content Validation Study -- SPANISH

The following example will show you how to use the Judge's Response Sheet.

A. Below is a sample item from the test as presented in the item booklet. Now read the item and progress to part B below.

Topic 3: GIVE A BRIEF FACTUAL SUMMARY

A group of high school students has arrived from Colombia to spend a summer session at a community college in Texas. You have been asked to give a brief talk as part of their orientation on two or three recent events in Texas that you feel are important. After your talk is introduced, brief the group on these recent events.

** Y ahora, como parte de nuestra orientación, vamos a escuchar una charla sobre algunos acontecimientos recientes en el estado de Tejas. [Female voice]

(30 sec / 1 min 30 sec)

B. On the Judge's Response Sheet, circle YES if you feel that the item matches the speaking task, or circle NO if you feel that the item does not match the speaking task AND WRITE YOUR REASONS FOR FEELING THIS WAY. Now indicate below whether or no you think Topic 3 matches the speaking task associated with it.

TOPT Content Validation Study
TOPT-Spanish
Judge's Response Sheet

Item/Judgment Speaking Task/Comments

. . . . .

TOPIC 3 GIVE A BRIEF FACTUAL SUMMARY

[✓ Yes] No

. . . . .

TOPT Content Validation Study
TOPT-French
Judge's Response Sheet

Name: ____________________

Date: ____________________

TOPT Form: ____________________

Does the item match the speaking task associated with it?

Item/Judgment	Speaking Task/Comments
Picture 1: Yes No	GIVE DIRECTIONS
Picture 2: Yes No	DESCRIBE A PLACE/ACTIVITIES
Picture 3: Yes No	NARRATE IN PRESENT TIME
Picture 4: Yes No	NARRATE IN PAST TIME
Picture 5: Yes No	NARRATE IN FUTURE TIME

Topic 1: DESCRIBE PERSONAL ACTIVITIES

Yes No

Topic 2: STATE ADVANTAGES/DISADVANTAGES

Yes No

Topic 3: GIVE INSTRUCTIONS

Yes No

Topic 4: SUPPORT AN OPINION

Yes No

Topic 5: HYPOTHESIZE ON A PERSONAL TOPIC

Yes No

Situation 1: MAKE SIMPLE REQUESTS

Yes No

Situation 2: GIVE ADVICE

Yes No

Situation 3: SPEAK WITH TACT (e.g. Apologize, Lodge a Complaint)

Yes No

Situation 4: STATE PERSONAL POINT OF VIEW

Yes No

Situation 5: GIVE A BRIEF FACTUAL SUMMARY

Yes No

TOPT Content Validation Study
TOPT-Spanish
Judge's Response Sheet

Name: ____________________________________

Date: ____________________________________

TOPT Form: ______________________________

Does the item match the speaking task associated with it?

Item/Judgment	Speaking Task/Comments
Picture 1:	GIVE DIRECTIONS
Yes No	
Picture 2:	DESCRIBE A PLACE/ACTIVITIES
Yes No	
Picture 3:	NARRATE IN PRESENT TIME
Yes No	
Picture 4:	NARRATE IN PAST TIME
Yes No	
Picture 5:	NARRATE IN FUTURE TIME
Yes No	

Topic 1: GIVE INSTRUCTIONS

Yes No

Topic 2: STATE ADVANTAGES/DISADVANTAGES

Yes No

Topic 3: GIVE A BRIEF FACTUAL SUMMARY

Yes No

Topic 4: SUPPORT AN OPINION

Yes No

Topic 5: HYPOTHESIZE ON AN IMPERSONAL TOPIC

Yes No

Situation 1: SPEAK WITH TACT (e.g. Apologize, Lodge a Complaint)

Yes No

Situation 2: SPEAK TO PERSUADE SOMEONE

Yes No

Situation 3: PROPOSE AND DEFEND A COURSE OF ACTION

Yes No

Situation 4: GIVE A PROFESSIONAL TALK

Yes No

Situation 5: GIVE ADVICE

Yes No

(for Content Validation Study --Bilingual Education)
(NOTE: These were slightly revised for the bilingual education study following experience with the French and Spanish Study.)

TOPT ITEM JUDGEMENT SHEET INSTRUCTIONS

You have been given a booklet containing the items from the three forms of the Texas Oral Proficiency Test (TOPT) for Spanish, three copies of the Judge's Response Sheet, and a colored form with an example of how to use the Judge's Response Sheet. On each form of the test are 15 items classed into three groups: picture items, topic items and situation items. Each group contains five items. In your item booklet are the English item instructions (English prompts) and the native language prompt, to which the examinees respond. This is followed by two sets of times; the first indicates the amount of time the examinees have to prepare a response and the second indicates the amount of time the examinees have to give the response. The picture items are followed in your item booklet by the actual pictures the examinees see in their test booklets.

The TOPT is administered in a language lab. In the actual testing situation, examinees hear all instructions, including both prompts, through their headphones. They also have a test booklet, which contains the general instructions to the test, the English prompts, the time limits, and the pictures. When they take the test, they read the English prompt in their test booklets while listening to it being read from a master tape, prepare their response during the time indicated, hear the native language prompt (which is NOT printed in the test booklet), and then respond during the time allotted. The master tape paces the test. Each individual's responses are recorded on a separate tape, which is later scored by trained raters.

Each of the TOPT items has an associated speaking task, such as giving directions or narrating in past time. These tasks are indicated in both the item booklet you have received and on the Judge's Response Sheet. Your charge, as a member of the content validation study committee, is to decide whether, in your professional judgement, each item matches the speaking task associated with it. If you decide yes, then you circle "Yes" in the corresponding place on the Judge's Response Sheet and move on to the next item. If you decide no, you circle "No" in the corresponding place on the Judge's Response Sheet AND write in the space for that item the reasons you believe that the item does NOT match the speaking task associated with it. It is extremely important that you document each negative response with the reason or reasons you believe there is an inappropriate fit.

You have received three copies of the Judge's Response Sheet, one for each of the three TOPT forms. On each one please write your name and the date now. Now on one of the sheets please write 182 for the TOPT form number. On the second sheet write 241 for the form number and on the last write 663.

(Wait for judge's to fill in information)

We will now do three examples together with items similar to those on one of the TOPT test forms, which are printed on the colored paper. Please read and do these examples now. When you have completed them, we will discuss these examples.

(Judges read example and complete response form.)

(Generate group discussion and consensus.)

******* Notes for the Proctor on the example items. ***********

Example 1. There should be consensus that the item fits the task. This one was the only sample item for the French and Spanish committee and there was no disagreement and no discussion.

Example 2. There should be consensus that the item DOES NOT fit the task. This item is actually for "Give Instructions."

Example 3. This is an example of an item where the item matches the task, but some aspects of the item may cause some to say the item does not match the task. It is illogical that the examinee speaks to a hotel manager in Spanish in Dallas. Also, 35 seconds is much too short to carry out the task. However, point out that since the item does match the speaking task (concentrate on the bold-faced part of the prompt), the answer should be YES. Mention that they may find aspects of an item that they may feel could have been done in a different way, but that does not necessarily mean that the item does not match the task associated with it. They need to continually focus on the question at hand: Does the item match the speaking task associated with it? Remind them that all the items they read have been through various committees and have been field tested.

****

If you have no further questions, let us begin. Please make sure your name and the date are written on the first Judge's Response Sheet, and that the form number is "182." The question you are to consider is printed at the top of your Judge's Response Sheet: "Does the item match the speaking task associated with it?" Now please open the item booklet and begin reading the items.

TOPT Content Validation Study
TOPT-Bilingual Education
Judge's Response Sheet (Example)

Name: ______________________________
Date: ______________________________

TOPT Form: Example Items

Does the item match the speaking task associated with it?

Item/Judgment	Speaking Task/Comments
EXAMPLE 1	GIVE A BRIEF FACTUAL SUMMARY
Yes No	
EXAMPLE 2	PROPOSE AND DEFEND A COURSE OF ACTION
Yes No	
EXAMPLE 3	SPEAK WITH TACT (e.g. Apologize, Lodge a Complaint)
Yes No	

EXAMPLE OF HOW TO USE THE JUDGE'S RESPONSE SHEET
TOPT Content Validation Study -- BILINGUAL EDUCATION

Below are three sample items from the TOPT as presented in the item booklet. Mark your responses to these examples on the example Judge's Response Sheet attached. Remember these instructions: Circle YES if you feel that the item matches the speaking task. Circle NO if you feel that the item does not match the speaking task AND WRITE YOUR REASONS FOR FEELING THIS WAY.

Example 1: GIVE A BRIEF FACTUAL SUMMARY

A group of high school students has arrived from Colombia to spend a summer session at a community college in Texas. You have been asked to give a brief talk as part of their orientation on two or three recent events in Texas that you feel are important. After your talk is introduced, **brief the group on these recent events.**

** Y ahora, como parte de nuestra orientación, vamos a escuchar una charla sobre algunos acontecimientos recientes en el estado de Tejas. [Female voice]

(30 sec / 1 min 30 sec)

Example 2: PROPOSE AND DEFEND A COURSE OF ACTION

An exchange teacher from Venezuela, Mr. Medina, has come to you for information on the first day of school. He will be teaching American students for the first time, and he would like to know how roll call is conducted in American classrooms. After Mr. Medina asks his question, **briefly explain to him the procedure for taking attendance in a typical American classroom.**

** ¿Cómo se pasa lista en las escuelas norteamericanas?

(15 sec / 1 min)

Example 3: SPEAK WITH TACT (e.g. Apologize, Lodge a Complaint)

You are leading a group of Spanish-speaking students on a tour of Texas. When you arrive at a hotel in Dallas, where you had already paid a deposit, the clerk tells you there are no rooms available. You ask to speak with the manager, Mr. Navarro. After he asks you what the problem is, **explain the situation to him. Ask him to remedy it, conveying both your feelings about what has happened and your urgent need to find accommodations for the group.**

** Buenos días. Me dijo el recepcionista que quería hablar conmigo. ¿En qué puedo servirle?

(15 sec / 35 sec)

APPENDIX M

INSTRUCTIONS AND RATING SHEETS
FOR TEXAS ACTFL RATERS

Instructions to Raters on Completing the Rater's Evaluation Sheet

Thank you for accepting the important task of rating the tapes that will be used to select segments for the standard setting study.

Enclosed are the tapes you are to rate, an oath of confidentiality, and a number of other materials that are mentioned on the checklist. After you have gone through all of this, you should begin rating tapes based on Form A. You will note that we have included copies of a Rater's Evaluation Sheet that is designed to assist you in the process of making a rating. Please complete all the information at the top of this sheet as you rate each examinee.

In general, we want you to perform two main tasks: assign a rating to each examinee on the 15 prompts that follow the warm up and assign an overall rating to each examinee. In an OPI, the warm-up and the wind-down do not play a significant role in determining the examinee's rating. The rating is based primarily on the level check and the probe phases. Thus, you do not have to listen to the warm-up (opening conversation) here. However, in the case of an examinee who scores at the intermediate level, it may be useful to go back and listen to the warm-up before making an overall rating. This is because the warm-up includes questions at the intermediate level, and the responses to these questions may help you decide between an Intermediate Low and an Intermediate Mid, for example. If you do listen to the warm-up for an examinee, please assign a rating for the warm-up at the bottom of page one of the Rater's Evaluation Sheet.

The TOPT Rater's Evaluation Sheet is one that we have drafted for use in the rating of TOPT operational test tapes. We believe it will be helpful to you also. While you may wish to complete all the information requested for each prompt, we will be using your "Rating for this item" only, which is located at the bottom of the space devoted to each item on the Rater's Evaluation Sheet. Please circle the appropriate abbreviation of the ACTFL levels.

You will notice that the highest level is S+ (High Superior). This level is equivalent to levels 3+ to 5 on the ILR scale. It would be assigned to an examinee whose performance suggests that he or she is at this level (i.e., clearly above a Superior).

Please be aware that the Rater's Evaluation Sheet forms on which you are to record your ratings are for the final version of the TOPT. Thus, they reflect minor changes in the tests made after trialing (with the exception of the deletion of the social security number from the opening conversation). Accordingly, you may notice very minor differences in the topic description for some items. Functions, however, will always be the same. You do not need to bring these differences to our attention. If you have any doubts about what to do, or about how to rate a specific examinee, please give me a call.

Before you begin rating, you may wish to "recalibrate" yourself to an external criterion. As an anchor point for these ratings, we will use the examples of four proficiency levels included in the Lisken-Gasparro familiarization kit. These ratings were widely verified by other raters and tester trainers before being included in the kit. Thus, they serve as a useful anchor for several points on the scale.

You will note that we have asked you to rate the tapes in a specific order, and to forward us the tapes and ratings that you have completed as of September 24th. This will allow us to begin inputting the data, while you continue to score tapes. We are under a very tight schedule for this project, so please stay on schedule. It will undoubtedly mean that you will have to devote a large part of your weekend to this task.

All of us associated with this project are thankful to have the cooperation of dedicated professionals like yourself.

TOPT Rater's Evaluation Sheet
FRENCH TRIAL FORM B

Name of Examinee ______________________________
Social Security Number ______________________________

Rater's Name ______________________________
Date of Rating ______________________________
Examinee Level Rating ______________________________
Rating Verified By ______________________________

Opening Conversation:

1. *Name*

2. *Social Security Number*

3. *Place where living*

4. *Describe place where living*

5. *Preferred activities in primary school*

6. *Influential teacher in secondary school*

7. *Decision to teach French*

8. *Preferences in teaching French culture*

9. *Use of French outside of school*

10. *Why French is liked*

OVERALL RATING THUS FAR: N IL IM IH A A+ S S+

Picture #1 Function: *Give directions* Topic: *From bookstore to restaurant*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Picture #2 Function: *Describe a place/activities* Topic: *Typical American home*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Picture #3 Function: *Narrate in present tense* Topic: *School librarian*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Picture #4 Function: *Narrate in past tense* Topic: *Dry cleaners*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Picture #5 Function: *Narrate in future tense* Topic: *Surprise birthday party*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

OVERALL RATING THUS FAR: N IL IM IH A A+ S S+

Topic #1 Function: *Describe personal activities* Topic: *Places to see in the Southwest*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Topic #2 Function: *State advantages/disadvantages* Topic: *Public transportation*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Topic #3 Function: *Give instructions* Topic: *Taking attendance*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Topic #4 Function: *Support an opinion* Topic: *Language error correction*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Topic #5 Function: *Hypothesize on a personal topic* Topic: *Retirement*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

OVERALL RATING THUS FAR: N IL IM IH A A+ S S+

Situation #1 Function: *Make simple requests* Topic: *Car rental*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

Situation #2 Function: *Give advice* Topic: *Participating in exchange program*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

Situation #3 Function: *Speak with tact* Topic: *Complain to hotel manager*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

Situation #4 Function: *State personal point of view* Topic: *U.S. government spending*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

Situation #5 Function: *Give a brief summary* Topic: *Recent local or national events*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

OVERALL RATING ON TEST: N IL IM IH A A+ S S+

----------Please make any additional comments here----------

TOPT Rater's Evaluation Sheet
SPANISH TRIAL FORM B

Name of Examinee ____________________________________
Social Security Number __________________________________

Examinee's Teaching Area: *Spanish* *Bilingual Education*

Rater's Name _______________________________________
Date of Rating ______________________________________
Examinee Level Rating __________________________________
Rating Verified By ____________________________________

Opening Conversation:

1. *Name*

2. *Social Security Number*

3. *Place where living*

4. *Describe place where living*

5. *Preferred activities in primary school*

6. *Influential teacher in secondary school*

7. *Interest in teaching*

8. *Experience in teaching*

9. *Enjoyment in speaking Spanish*

10. *Opportunities to use Spanish outside of school*

OVERALL RATING THUS FAR: N IL IM IH A A+ S S+

Picture #1 Function: *Give directions* Topic: *From bookstore to restaurant*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Picture #2 Function: *Describe a place/activities* Topic: *Typical American home*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Picture #3 Function: *Narrate in present tense* Topic: *School librarian*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Picture #4 Function: *Narrate in past tense* Topic: *Dry cleaners*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Picture #5 Function: *Narrate in future tense* Topic: *Surprise birthday party*

Successfully Handled: *Yes* *No*

Content/Ideas **Accuracy**

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

OVERALL RATING THUS FAR: N IL IM IH A A+ S S+

Topic #1 Function: *Give instructions* Topic: *Taking attendance*

Successfully Handled: *Yes* *No*

Content/Ideas Accuracy

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Topic #2 Function: *State advantages/disadvantages* Topic: *Public transportation*

Successfully Handled: *Yes* *No*

Content/Ideas Accuracy

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Topic #3 Function: *Give a brief summary* Topic: *Recent events in Texas*

Successfully Handled: *Yes* *No*

Content/Ideas Accuracy

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Topic #4 Function: *Support an opinion* Topic: *Language error correction*

Successfully Handled: *Yes* *No*

Content/Ideas Accuracy

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

Topic #5 Function: *Hypothesize on impersonal topic* Topic: *Reducing class size*

Successfully Handled: *Yes* *No*

Content/Ideas Accuracy

Strengths:

Problems:

Rating for this item: N IL IM IH A A+ S S+

OVERALL RATING THUS FAR: N IL IM IH A A+ S S+

Situation #1 Function: *Speak with tact* Topic: *Complain to hotel manager*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

Situation #2 Function: *Persuade someone* Topic: *Cheating on tests*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

Situation #3 Function: *Propose and defend action* Topic: *Weekend plans*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

Situation #4 Function: *Give a professional talk* Topic: *Increasing student participation*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

Situation #5 Function: *Give advice* Topic: *Participating in exchange program*
Successfully Handled: *Yes* *No*
Content/Ideas **Accuracy**
Strengths:

Problems:
Rating for this item: N IL IM IH A A+ S S+

OVERALL RATING ON TEST: N IL IM IH A A+ S S+

---------Please make any additional comments here---------

APPENDIX N

INSTRUCTIONS AND RATING SHEETS FOR CONFIRMATORY ACTFL RATERS

ACTFL-Certified Raters Who Participated in the Confirmatory Rating Study

French

Susan Hayden	Aloah High School (Aloah, OR)
Peggie Nocturne	Joel Barlow High School (West Redding, CT)
Kathleen Rabiteau	Educational Testing Service
Mariette Reed	Educational Testing Service
Robert Vicars	Millikin University

Spanish

Joseph Alaimo	Rockville High School (Vernon, CT)
Armando Armengol	University of Texas at El Paso
Karen Breiner-Sanders	Georgetown University
Linda Fox	Purdue University
Lucía Garner	University of Wisconsin, Madison

APPENDIX O

INSTRUCTIONS READ TO THE STANDARD SETTING COMMITTEES

(French Instructions)

TOPT STANDARD SETTING STUDY INSTRUCTIONS

(Welcome and background TEA)

In a little while you will be listening to a tape containing segments of speech from 19 different speakers at various levels of speaking proficiency. These speech samples were collected in Texas during the summer of 1990 while the new Texas Oral Proficiency Test (TOPT) for French was being field tested. Each speech sample presents the speaker's response to three TOPT items. Each speaker will be introduced on the tape by the words "This is person (number)." For each item, you will hear a French language statement or question from the TOPT, followed by the speaker's response. In some cases, an English speaker will provide the context of the examinee's response.

In front of you is a machine readable "Standard Setting Study Response Sheet" on which you will record your responses. Please fill in your name and the date at the top of this response sheet now.

As you listen to each speaker your task is to answer the following question:

> Does this speaker have sufficient speaking ability in French to perform adequately the job of a classroom teacher in any level of French language class in Texas?

This question is printed at the top right hand section of your response sheet. You will record your response on the machine readable response sheet. If you feel that the answer is yes, this speaker does have sufficient speaking ability, then you would darken circle A on the line corresponding to that speaker's number under the column marked "YES." If, on the other hand, you feel that for this speaker the answer is no, then you would darken circle B on the line corresponding to that speaker's number under the column marked "NO."

Are there any questions?

We will now do two examples. You are to indicate your responses to these examples in the first two lines on your machine readable response sheet. We will stop the tape at the conclusion of these two examples. Are there any questions before we begin?

(Play example tape and conduct discussion of task.)

Are there any questions?

We will now begin playing the master tape. The tape will last approximately one hour and 40 minutes. We will have a break at the end of 50 minutes.

(Spanish Instructions)

TOPT STANDARD SETTING STUDY INSTRUCTIONS

(Welcome and background TEA)

In a little while you will be listening to a tape containing segments of speech from 22 different speakers at various levels of speaking proficiency. These speech samples were collected in Texas during the summer of 1990 while the new Texas Oral Proficiency Test (TOPT) for Spanish was being field tested. Each speech sample presents the speaker's response to three TOPT items. Each speaker will be introduced on the tape by the words "This is person (number)." For each item, you will hear a Spanish language statement or question from the TOPT, followed by the speaker's response. In some cases, an English speaker will provide the context of the examinee's response.

In front of you is a machine readable "Standard Setting Study Response Sheet" on which you will record your responses. Please fill in your name and the date at the top of this response sheet now.

As you listen to each speaker your task is to answer the following question:

> Does this speaker have sufficient speaking ability in Spanish to perform adequately the job of a classroom teacher in any level of Spanish language class in Texas?

This question is printed at the top right hand section of your response sheet. You will record your response on the machine readable response sheet. If you feel that the answer is yes, this speaker does have sufficient speaking ability, then you would darken circle A on the line corresponding to that speaker's number under the column marked "YES." If, on the other hand, you feel that for this speaker the answer is no, then you would darken circle B on the line corresponding to that speaker's number under the column marked "NO."

Are there any questions?

We will now do two examples. You are to indicate your responses to these examples in the first two lines on your machine readable response sheet. We will stop the tape at the conclusion of these two examples. Are there any questions before we begin?

(Play example tape and conduct discussion of task.)

Are there any questions?

We will now begin playing the master tape. The tape will last approximately one hour and 40 minutes. We will have a break at the end of 50 minutes.

APPENDIX P

MACHINE-READABLE RESPONSE SHEET USED FOR COLLECTING STANDARD SETTING COMMITTEE MEMBERS' RESPONSES

(Example for Spanish)

MEMORANDUM

To: Participants in the TOPT Master Tape Confirmatory Rating Study
From: Dorry Mann Kenyon and Charles W. Stansfield
Date: October 5, 1990
Re: Attached Materials and Instructions
cc: Dr. Nolan Wood, Director of Teacher Assessment, Texas Education Agency

Thank you for agreeing to participate in this rating project. We appreciate your taking this time to listen to the 27 or 28 speakers contained on the two tapes enclosed. Your participation is important because the process you are involved in will be used to help determine the minimum level of oral proficiency required to become certified as a language educator in the State of Texas.

All of the speakers heard on the master tape have been already been rated by two ACTFL certified raters. We have selected three segments from each speaker's tape that the ACTFL rater's felt were indicative of the speaker's overall performance. Your task now is to independently confirm (together with four other ACTFL certified raters) that these segments are reflective of the overall ratings assigned. Your confirmatory ratings will be used to determine the most appropriate rating to assign to the speakers on the tape. After considering your ratings and determining the most appropriate rating for each speaker, we will play the tape to groups of 25 judges, who are teachers and teacher trainers of Spanish, French, and Bilingual Education in Texas. They will simply indicate whether or not (YES or NO) each person on the tape has an adequate command of the language to teach successfully. We will then calculate the percentage of judges' affirmative ratings for each person and compare that with the proficiency level assigned to each person. Through this process we will help inform those who will decide what minimum level of oral proficiency should be required to become certified to teach Spanish, French, or Bilingual Education in Texas.

Now, please check to make sure that the following items are enclosed in this mailing:

_____ State of Texas Security Agreement
_____ TOPT Information Sheet
_____ Master Tape (on two cassettes)
_____ TOPT Rating Sheet
_____ CAL Check Requisition Form
_____ Federal Express (FEDEX) Return Envelope

Then, read the Instructions that follow, score the tapes, and return your ratings to us by **OCTOBER 15.**

Again, thank you very much for your assistance in this important project.

INSTRUCTIONS

1. FIRST, please read and sign the State of Texas Security Agreement before doing anything else.

2. NEXT, please read the TOPT Information Sheet to get an overview of the entire test development project.

3. Fill in the information requested on the CAL Check Requisition Form.

4. Rate each speaker on the Master Tape. Listen to the Master Tape, containing the responses of 27 or 28 examinees to the TOPT. Each person is introduced by the words "This is person number..." Each person has three sample responses. These are preceded by a question or statement in the target language. (Note that more complete instructions had been previously given to the examinee in English. The target language prompt serves as an indication for the examinee to begin speaking. In some cases this background is filled in for you.) As you listen to each speaker, try to place that individual, to the best of your ability, on the ACTFL scale. After you have listened to all three segments, circle on the TOPT Rating Sheet the level that you feel has been represented by this speaker's speech sample. CIRCLE ONLY ONE LEVEL PER SPEAKER! The decision may not always be easy, but you must decide on ONE level only.

   NOTE: We have included a rating of S+ on the TOPT Rating Sheet. This rating should be used for anyone who is clearly above an ACTFL superior; i.e., an educated native speaker or someone in the 3+ to 5 range on the ILR scale.

5. After you have listened to the entire tape, please return your TOPT Rating Sheet to CAL immediately. Place all materials in the FEDEX return envelop and return to CAL. IF YOU ARE DOING THIS AFTER THE LAST FEDEX PICKUP ON FRIDAY, OCTOBER 12, please FAX the TOPT Rating Sheet to us (FAX NUMBER: 202-659-5641) or telephone your responses in. Please ask for Laurel Winston or John Karl (202-429-9292). We need all of the responses by the end of the day MONDAY, OCTOBER 15. Responses received after that time are of no use to us.

Again, we appreciate your willingness to participate in this phase of the study. If you have any questions, please feel free to contact Dr. Charles Stansfield at CAL (202-429-9292).

TOPT RATING SHEET

Rater's Name: ______________________________
TOPT Language: ______________________________

CIRCLE ONLY ONE RATING PER INDIVIDUAL!

Person	Rating							
1	NH	IL	IM	IH	A	A+	S	S+
2	NH	IL	IM	IH	A	A+	S	S+
3	NH	IL	IM	IH	A	A+	S	S+
4	NH	IL	IM	IH	A	A+	S	S+
5	NH	IL	IM	IH	A	A+	S	S+
6	NH	IL	IM	IH	A	A+	S	S+
7	NH	IL	IM	IH	A	A+	S	S+
8	NH	IL	IM	IH	A	A+	S	S+
9	NH	IL	IM	IH	A	A+	S	S+
10	NH	IL	IM	IH	A	A+	S	S+
11	NH	IL	IM	IH	A	A+	S	S+
12	NH	IL	IM	IH	A	A+	S	S+
13	NH	IL	IM	IH	A	A+	S	S+
14	NH	IL	IM	IH	A	A+	S	S+
15	NH	IL	IM	IH	A	A+	S	S+
16	NH	IL	IM	IH	A	A+	S	S+
17	NH	IL	IM	IH	A	A+	S	S+
18	NH	IL	IM	IH	A	A+	S	S+
19	NH	IL	IM	IH	A	A+	S	S+
20	NH	IL	IM	IH	A	A+	S	S+
21	NH	IL	IM	IH	A	A+	S	S+
22	NH	IL	IM	IH	A	A+	S	S+
23	NH	IL	IM	IH	A	A+	S	S+
24	NH	IL	IM	IH	A	A+	S	S+
25	NH	IL	IM	IH	A	A+	S	S+
26	NH	IL	IM	IH	A	A+	S	S+
27	NH	IL	IM	IH	A	A+	S	S+
28	NH	IL	IM	IH	A	A+	S	S+

Legend: NH = Novice High, IL = Intermediate Low, IM = Intermediate Mid, IH = Intermediate High, A = Advanced, A+ = Advanced Plus, S = Superior, S+ = High Superior (S+ is a strong superior; i.e., 3+ to 5 on the federal government's ILR scale/educated native speaker)

TOPT STANDARD SETTING STUDY: SPANISH

Name:________________________________

Date:________________________________

ID NUMBER										SPECIAL CODES									
										A	B	C	D	E	F	G	H	I	J
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

Does this speaker have sufficient speaking ability in Spanish to perform adequately the job of a classroom teacher in any level of Spanish language class in Texas?

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY ▶

NO B

YES A

	A	B
Example Person 1--->	Ⓐ	Ⓑ
Example Person 2--->	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
Person 1--->	Ⓐ	Ⓑ
Person 2--->	Ⓐ	Ⓑ
Person 3--->	Ⓐ	Ⓑ
Person 4--->	Ⓐ	Ⓑ
Person 5--->	Ⓐ	Ⓑ
Person 6--->	Ⓐ	Ⓑ
Person 7--->	Ⓐ	Ⓑ
Person 8--->	Ⓐ	Ⓑ
Person 9--->	Ⓐ	Ⓑ
Person 10-->	Ⓐ	Ⓑ
Person 11-->	Ⓐ	Ⓑ
Person 12-->	Ⓐ	Ⓑ
Person 13-->	Ⓐ	Ⓑ
Person 14-->	Ⓐ	Ⓑ
Person 15-->	Ⓐ	Ⓑ
Person 16-->	Ⓐ	Ⓑ
Person 17-->	Ⓐ	Ⓑ
Person 18-->	Ⓐ	Ⓑ
Person 19-->	Ⓐ	Ⓑ
Person 20-->	Ⓐ	Ⓑ
Person 21-->	Ⓐ	Ⓑ
Person 22-->	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ
	Ⓐ	Ⓑ